

**IMPROVING THE SPEAKING SKILLS OF
THE FIRST YEAR STUDENTS OF SMP N 9 YOGYAKARTA THROUGH
VIDEO-MAKING PROJECT IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment
of the Sarjana Pendidikan Degree in English Language Education



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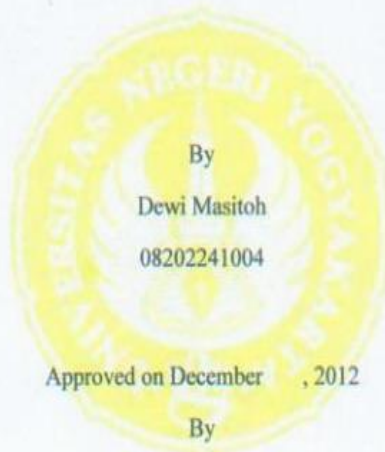
2013

APPROVAL SHEET

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A Thesis

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menyatakan bahwa karya ilmiah ini adalah pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Desember 2012

Penulis



Dewi Masitoh

Mottos



MY PRAYERS AND MY SACRIFICE, MY LIFE AND MY DEATH, ARE (ALL)
FOR ALLAH SWT, THE CHERISHER OF THE WORLD
(QS. Al An'am: 162)

*“Pada gulangen ing kalbu ing sasmita amrih lantip aja pijer mangan nendra
kaprawiran den kaesti pesunen sarira nira sudanen dhahar guling*

*(Manusia harus melatih kepekaan hati agar tajam menangkap gejala dan tanda-
tanda. Termasuk ajaran tak boleh mengumbar nafsu makan serta tidur.)*

(Serat Wulang Reh, karya Kanjeng Sunan Pakubuwono IV)

Man jadda wa jadda

(Arabian proverb)

DEDICATION

This thesis is dedicated to:

my mother and my father, thank you for who I am

ACKNOWLEDGMENTS

Alhamdulillahirobbil'alamin. All praises be to Allah SWT, who always gives us the peaceful life. This thesis would have never been done without the blessings of Allaah SWT. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

I would like to express my special gratitude to my first advisor, Drs. Suhaini M. Saleh, M.A. for guiding and supervising me during the process of this thesis writing. I would like to express my great appreciation to my second advisor, Mrs. Siwi Karmadi M.Hum for her patience in giving the necessary inputs and suggestions for the betterment of this thesis.

My special thanks go to Dra. Wahyu Cahyaning Pangestuti, M.Pd (the school principal) for giving me a chance to conduct the research in SMP N 9 Yogyakarta and Mrs. Marsilah, S.Pd (The English teacher) who has worked collaboratively in this research. My appreciations also go to all the VII B students of SMP N 9 Yogyakarta for their cooperation during this study.

I would also like to express appreciation to Febi and Listi, the collaborators in this study who helped me much in finishing the actions in school. My appreciation will be incomplete without mentioning some best friends who have always given me supports and encouragements to finish this thesis such as, Endah, Ndaru, Mena, Yeni, Nanik, Ayu, Yayuk, Yuni, Tias, Qiqi, Gusta, Bobita, Wahyu, Arum, Anna, Dian, Pritha, Nindy, Ingka, Mbak Maya and the other friends who could not be mentioned one by one for their togetherness during the process of this thesis. Finally, I realize that this thesis is far from being perfect. Moreover, I greatly appreciate any criticisms, comments, and suggestions for the improvement of this thesis. However, I hope this thesis would give precious contribution to the improvement of the English teaching and learning processes.

Yogyakarta, December 2012

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ABSTRACT

The study is aimed at improving the speaking skills of the VII B students of SMP N 9 Yogyakarta in the academic year of 2012/2013. The video making project was implemented in this study as the production step in speaking lessons.

This study was action research study which consisted of two cycles. The steps of this study were identifying the problem, planning the actions, implementing and observing the actions, and reflecting the actions done. The data of this study were collected by using observation guides, interview guides, scoring rubric and the pre-test and post test cue cards. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and post test. The data were analyzed in five stages, i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The reliability of the data was obtained by comparing three sources of data and involving the other observers in observing the actions.

The results of this study show that there are some improvements in students' speaking skills including fluency, grammar accuracy, pronunciation accuracy, vocabulary, and language function usage. The improvement can be seen from the students' performances in their videos and the betterment in their post test performances compared with their pre test. The average scores of each assessment aspect in the video and post test performances showed improvement. Thus, the students' speaking skills were improved through the implementation of video-making project.

CHAPTER I

INTRODUCTION

The objective of this study was to improve students' speaking skills through video making project. In this part, some subchapters are presented. Those are the background of the study, the identification of the problems, the delimitation of the problem, the formulation of the problem, the objectives of the study, and the significances of the study.

A. Background of the Study

Based on the current curriculum, which is the School Level Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, the English teaching and learning processes in junior high school have three objectives. First, the teaching and learning processes are aimed at developing communicative competence both in oral and written forms in order to attain the functional level. In this level, the students are expected to be able to use the language both in oral and written forms to solve daily problems. Second, the teaching and learning processes are aimed at building students' awareness of the importance of English in the global community. This means that the teaching and learning processes are directed to help students master English as an international language. Third, the teaching and learning processes are aimed at improving students' understanding of the relationship between language and culture. In this objective, the students are expected to learn not only the language but also the culture of the English speaking countries.

In addition, this curriculum states that the teaching of English should emphasize on the development of the students' four language skills i.e. listening, speaking, reading, and writing. Speaking is one of the English skills in the oral form. Teaching speaking helps students to attain the ability to use the language in the oral form. In line with the objectives of English teaching and learning processes above, English teachers are expected not only to teach how to use the language appropriately, including how to pronounce English words in the correct way, how to use the language in appropriate situation, and so forth, but also to give opportunity to the students to practice the target language as well.

English as a foreign language is taught as a compulsory subject in Indonesian schools ranging from junior high schools to senior high schools level, but the language is rarely used in the daily life. In fact, they barely have language exposure or opportunity to speak in English in the real life. Therefore, Indonesian students need much language input in learning English as a foreign language.

There were some problems occurring in teaching and learning processes, particularly in that of speaking skills to the seventh grade of SMP N 9 Yogyakarta. The researcher found those problems after she held three classroom observations, a pre test, and some interviews with the English teacher and some students of SMP N 9 Yogyakarta. Firstly, the students had different prior knowledge on English since they came from different elementary schools. The English teacher said that there was different prior knowledge on English because of the different teaching of English from the students' former elementary schools. This situation caused difficulties in teaching and learning processes. The second

problem was related to the students' speaking skills. The teacher said that the students often practiced speaking with incorrect pronunciation and intonation. When they were asked to practice speaking after memorizing a dialogue, most of them spoke in soft voice, incorrect pronunciation, did not make eye contact with their partner, and sometimes did it playfully. When they were asked to practice speaking after having some explanations on the materials, some of them still used inappropriate language functions. They also were likely to practice read-aloud style of speaking rather than speaking in appropriate way. The third problem was related to class participation. The boys participated more actively rather than the girls in the English lessons on various activities. The boys were willing to be the first volunteers in any activities, including speaking, listening, and the other exercises. However, the girls tended to keep silent if the teacher did not appoint them to do the exercises. The problem of classroom participation also occurred when some students were asked to practice speaking in front of the class; the other students were busy with their own activities. The last problem was the limited time in each English lesson that did not allow each student to have a chance to practice speaking in every meeting. Because of this situation, many students did not have opportunities to practice their speaking because the class was over.

Based on the problems above, the researcher thought that some efforts need to be done in order to help the students to improve their speaking skills. For this purpose, the researcher conducted an action research involving the students of 7B of SMP N 9 Yogyakarta in the academic year of 2012/2013. The action done in this study was implementing the video making project in speaking lessons.

B. Identification of the Problems

From the interviews and observations, some information about the problems of conducting English teaching and learning were found in the school under the study. Focusing on grade seven, the existing problems were identified and classified into three groups, namely the students' speaking skills, the students' participation, and the opportunity to practice speaking.

The first problem was related to the students' speaking skills. As mentioned on the background problems above, the students came from different elementary schools with different prior knowledge on English. This influenced their speaking skills, including their confidence, the ability in using correct pronunciation, intonation, language functions, as well as gesture in practicing speaking.

The second problem was related to the students' participation. After conducting three classroom observations, the researcher found that the boys were more active than the girls in any exercises. The boys participated in responding the teacher's questions, practicing dialogue before the class, and volunteering to answer spoken and written questions. The girls just kept silent if the teacher did not appoint them. In practicing speaking before the class, the girls spoke in soft voices and seemed shy of the audience. Thus, the other students did not pay attention to them and prefer to do their own business. The teaching and learning processes were disturbed when it occurred.

The third problem was related to the students' opportunity to practice speaking. The allocated time of each English lesson is 2x40 minutes. This limited

time was an obstacle to practice speaking in each meeting. The students needed adequate time to practice their speaking skills to attain the basic competence. In addition, not all of the students were willing to speak in the English lesson. Most of them tend to kept silent during the lesson unless the English teacher appointed them to answer the questions. Therefore, it required much time and strategies to teach speaking to ensure all of the students practice speaking. The teaching and learning processes could not achieve the goal because of these problems.

C. Delimitation of the Problem

Due to the problems faced by students of VII B of SMP N 9 Yogyakarta, the researcher focused the study on the effort to improve the students' speaking skills. In this study, the researcher focused on providing an activity to give the students opportunity to practice speaking in the classroom. In this case, the researcher chose video making project as the technique in teaching and learning processes on speaking to improve the students' speaking skills.

The researcher put on the limitation for three reasons. The first is that the researcher considered that making use of available technology in language learning is attractive for teenage learners. The second is that an audiovisual medium such as video can be useful to facilitate the students in getting the language input and to present the way of using the language appropriately. Finally, video making project is expected to motivate the students to practice English by producing their own video based on their own script. In addition, it can help the students to practice speaking in an interesting as well as challenging way.

D. Formulation of the Problem

Based on the background of the study above, the problems identified and limited, the research problem can be formulated as follow: How does video-making project improve the speaking skills of the VII B students of SMP N 9 Yogyakarta in the academic year 2012/2013?

E. Objectives of the Study

In relation to the problem formulated above, the objectives of the research are as follows:

1. To describe the process of the speaking class in which video-making project implemented.
2. To improve students' speaking skills using video-making project in speaking class.

F. Significances of the Study

This research is expected to be able to give some benefits to the students, the researcher, the English teacher, and other researchers.

1. The seventh grade students of SMP N 9 Yogyakarta

This study is expected to be able to help the students in improving their speaking skills in the classroom, on English Day held by the school every Monday, and in English Speech occasion in the flag ceremony. Eventually, they are expected to be able to use it outside the school environment.

2. English teachers of SMP N 9 Yogyakarta

The result of the study can be used by the English teachers of SMP N 9 Yogyakarta for the betterment of English teaching and learning processes especially in speaking lesson.

3. The researcher

The study becomes an experience on how to conduct action research particularly in improving speaking skills. In addition, this study also gives experience in handling an English teaching and learning processes in a real English class.

4. The other researcher

This study is expected to give information on related topic to other researchers who want to conduct similar research on English teaching and learning in the future.

CHAPTER II

REVIEW OF RELATED THEORIES AND CONCEPTUAL FRAMEWORK

This section is intended to describe the concept of teaching speaking as a foreign language and the use of video-making project in speaking lessons to improve students' speaking skills in junior high school. This chapter also presents relevant research studies for this research. Once those theories have been reviewed and relevant research studies have been presented, a conceptual framework is drawn for this study.

A. Literature Review

1. Teaching English as a Foreign Language

English is a foreign language in Indonesia. It is not used by Indonesians in daily life. This fact influences the teaching and learning process in English classrooms. Brown (2000: 193) explains that foreign language learning is learning a non-native language in one's own culture with few immediate and widespread opportunities to use the language within the environment of one's culture. The contexts of foreign language are those in which students do not have ready-made contexts for communication beyond their classroom (Brown, 2001:116). It is taught in schools, often widely, but it does not play an essential role in national or social life (Broughton, 1980:6; Mambu, 2010:1). Brown (ibid.) adds that people attempt to learn foreign language in order to communicate someday with people from other countries.

In line with this, Usó-Juan (2006: 151) says that the final target of learning second language is communication so that the skill of speaking plays a key role in learners' success in accomplishing this goal. Bygates in Usó-Juan (2006: 161) says that learning a foreign language involves internalizing and mastering a new linguistic system which is a complex and time-consuming task. In this case, the students learn new language which can be accomplished step by step regarding to their proficiency level. Therefore, new language knowledge has to be integrated into learners' own purposes so that it is accessible for their needs (Usó-Juan, *ibid.*).

2. Teaching Speaking Skills

Speaking is one of the productive skills in learning a language. Richards (2008:19) says that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Cameron (2001: 40) states speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be in possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances (Martinez-Flor, 2006:139). In brief, learners need to know how to use the language in context.

In learning a new language, the students will not learn to speak fluently merely by hearing speech in class as well as practicing in the receptive side of communication (Rivers, 1981:188). Therefore, the teacher needs to give the students many opportunities to practice speaking. At the stage of language production, the students often find it difficult. However, there are number of ways in which teacher can help the students to overcome the difficulties. In the first place, the teacher needs to match the tasks to be performed by the students with their language proficiency level. This means ensuring that they have the minimum required functions they would need to perform such task. Secondly, teachers need to ensure that there is a purpose of the task (that it has some outcomes) and that students are aware of this. Teachers should not expect instant fluency and creativity; instead, they should build up students' confidence 'bit by bit', giving them restricted tasks first before prompting them to be more and more spontaneous later (Harmer, 2002:251).

A study conducted by Heyde in Brown (2000:146) about the effects of the self-esteem, as another way to phrase self-confidence (Brown, 2001:62), on performance of oral production task in foreign language learning shows that self-esteem is correlated positively with performance on the oral production measures. MacIntyre, Dörnyei, Clément, and Noels (1998 in Brown, 2000: 146) also see the significance of self-confidence in their model of willingness to communicate in a foreign language. Therefore, the climate of acceptance that will stimulate self confidence and encourage participants to experiment and to discover the target language has to be created (Brown, 2000:150). Dufeu (1994:89-90) in Brown

(ibid.) states that it can be achieved by allowing the students to take risks without feeling embarrassed.

In addition, Broughton (1980: 76) offers the steps of speech production; they are controlled, guided and free phases of production. The teacher tightly controls the speech produced by the students at first. When progress is made, the teacher guides the students to produce utterances appropriate to the situation before the students arrived at advanced levels of attainment. In line with the theory, Spratt (2005: 35) explains that learners, especially beginners and children, may need time to take in and process all the new language they hear before they produce it in speaking. She adds that they need a lot of help to prepare for speaking, e.g. practice of necessary vocabulary, time to organize their ideas and what they want to say, practice and pronounce new words and expressions, practice in carrying out a task, before they speak freely (Spratt, 2005:35).

In relation to the speaking class activities, teaching speaking to the EFL learners should consider those experts' theories in order to build the students' confidence first before giving further task to produce the language. Asking the students to speak up at once in the target language seem too difficult for the students before preparing them with self confidence and adequate knowledge of the target language. After their confidence has been built, they are ready to speak using their knowledge on the target language.

3. Teaching Junior High School Students

Brown (2001:91) mentions the high-school-age children whose ages range between twelve and eighteen are called young adults or teens. Harmer (2002: 38)

calls them as adolescents. The students of junior high school in Indonesia can be categorized into teenagers as their ages range from twelve to fifteen approximately.

Teenagers have different characteristics from young children and adults. Teens are in between childhood and adulthood so that they need to be taught in appropriate way as suitable with their characteristics. Brown (2001:92) proposes some characteristics of teens as follows.

- a. Around the age of twelve, teens are able to solve complex problems with logical thinking since their intellectual capacity begins to deal with abstract operational thought. They can be given more complicated tasks rather than the young children.
- b. Attention spans are lengthening as a result of intellectual maturation. Therefore, teens can focus on the lesson longer than the young children.
- c. Teens still need varieties of sensory input but their increasing capacities for abstraction lessen the essential nature of appealing to all five senses. It is possible for them to learn something abstract without the appealing to five senses rather than the young children.
- d. Secondary school teachers have to keep the students' self esteem high as this is the important concern in adolescences. In this case, the teachers are supposed to do these following things as suggested by Brown (2001:92):
 - 1) avoiding embarrassment of students at all costs,
 - 2) affirming each person's talents and strengths,
 - 3) allowing mistakes and other errors to be accepted,

- 4) de-emphasizing competition between classmates,
- 5) encouraging small-group work where risks can be taken more easily by a teen.

In relation to language teaching, Puchta and Schartz in Harmer (2002:39) suggest that students must be encouraged to respond to texts and situations with their own thoughts and experience. They advocate linking language teaching far more closely to the students' everyday interests. The teacher must give the students tasks which they are able to do.

4. Teaching Speaking in Junior High School

Speaking is one of the skills of English lesson taught in the junior high schools. As stated by BSNP (2006:277), the objective of the English in the junior high schools particularly on the speaking skills is making students able to develop their communicative competence in the form of oral communication to achieve the functional level.

In addition, it is stated in the standard of content of School-Level Curriculum that the aims of teaching speaking skills to the VII grade students are to convey meaning in short simple transactional and interpersonal conversations which are sustained in the daily life. In semester one of grade VII, the teaching of English speaking skills refers to the following standard of competence and basic competence.

**Table 1. Standard of Competence and Basic Competence of Speaking
for VII Grade Students in Semester One**

Standard of Competence	Basic Competencies
3. Expressing meaning in simple transactional and interpersonal conversations to interact with the immediate environment	<p>3.1. Expressing meaning in transactional (to get things done) and interpersonal (to socialize) dialogues using spoken language accurately, fluently and in acceptable way</p> <p>3.2. Having interaction in closest environment involving the speech act of greeting unacquainted/acquainted person, introducing oneself/others, and commanding or prohibiting</p> <p>3.3. Expressing meaning in transactional (to get things done) and interpersonal (to socialize) dialogues using simple spoken language accurately, fluently and in acceptable way to interact with the closest environment involving the speech act of asking and giving information, thanking, apologizing, and expressing politeness</p>

Based on the above information, the teaching of English in the junior high schools requires the students to be able to use the target language to interact both in interpersonal and transactional situations. In transactional situation, the students are expected to be able to exchange specific information, whereas in interpersonal situations the students are expected to be able to maintain social relationships (Brown, 2003: 142).

5. Classroom Speaking Activities

Harmer (2002:271-274) explains a number of classroom speaking activities as follows.

- a. Acting from a script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by themselves. Sometimes it can be followed by filming the result. By giving students practice in these things before they give their final performances, it means that acting out is both learning and language producing activity.

b. Playing communication games

This type of activity makes use of games which are designed to provoke communication between students. It frequently depends on an information gap, so that one student has to talk to a partner in order to do the required tasks.

c. Discussions

This activity need to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

d. Prepared talk

This activity allows a student (or group of students) make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation. This activity represents a defined and useful speaking genre and can be extremely interesting for both speaker and listeners if properly organised.

e. Questionnaires

This type of activity allows the students to design questionnaires on any appropriate topic. The questioner and respondent have something to say each other using the natural use of certain repetitive language patterns and thus are

situated in the middle of our communication continuum. The results obtained from questionnaires can form the basis of written work, discussions, or prepared talks.

f. Simulation and role-play

This type of activities can be used to encourage the general oral fluency or to train the students for specific situations by simulates a real-life encounter as if they were doing so in the real world. They are suitable for students of English for Specific Purposes (ESP). It has three distinct advantages. First, they can be good fun and motivating activities. Second, it allows hesitant students to be more confident in speaking since they do not have to take responsibility for what they are saying. Third, they allow the students to use a much wide range of language.

From those possible speaking activities, acting from a script is suitable activity to be implemented in the seventh grade students of junior high school. It allows them to learn how to speak in the target language step by step. The students are prepared to speak by giving them a chance to write their own dialogues. They can rehearse the dialogue before filming the result. This activity seems to be a good production step of learning a new language.

6. Types of Video Used in Classroom Activities

Harmer (2002: 284) proposes three basic types of video which can be readily be used in class: ‘off-air’ programmes, ‘real-world’ videos, and language learning videos.

a. Off-air programmes: they are programmes recorded from a television channel. The best off-air programmes and excerpts are ones which can be used for a range

of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity.

b. Real-world videos: this kind of videos should not be used if there are copyright restrictions. The teacher needs to select the suitable real-world video in terms of the length and the content of the videos.

c. Language learning videos: this kind of videos has been designed with students at a particular level in mind. They are thus likely to be comprehensible in learning a language.

In relation to the types of video to be used in the classroom, language-learning videos are considered as the best types to be used in foreign language learning for the beginner and elementary level. Spratt (2005: 42) explains that learners should hear and read the wide variety of language at the right level for them. The length and the content of language learning videos have been designed at particular level of the learners. The teacher can use audiovisual medium such as video to show the students how the language used in particular contexts. The students can hear the language as well as see how it is used. Stempleski and Tomalin (1990:4) state that if the aim of the lesson is to teach language from the screen, the presence of relevant functions and structures will be a prime consideration in selecting the video. Moreover, the use of video depends on the resources and time that an institution and its teachers can devote to it (Stempleski and Tomalin, *ibid.*). Therefore, language-learning videos are appropriate as the source of learning regarding those aspects.

7. Advantages of Using Video

In teaching spoken English, the teacher must provide the correct use of the expressions, both how to pronounce and use them in appropriate way. In this case, the teacher should provide language input to facilitate the seventh grade students in learning speaking skills, particularly English expressions. One of the materials that can be used in speaking class is language-learning videos. It is an audiovisual material that has been used in some English classrooms as a source of learning. Based on an article entitled *Video in EFL Classrooms: How to Develop Video Materials for EFL Classes* written by Dr. Samir M. Rammal (2006), video material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction (Rammal: 2006). By employing video material, teachers can always create an indefinite number of language teaching activities.

Harmer (2002: 282) claims there are some reasons for using video in the classroom.

a. Seeing language-in-use

Video offers sounds and motion pictures to the viewer. In English classroom activity, it can be used to teach the four language skills including speaking skills. Harmer (2002:282) says that video aids comprehension. As an example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. It will attract the students' attention.

b. Cross cultural awareness

Related to this point, video can show how certain expression of the target language is used. In his book, Harmer (ibid.) exemplifies that the students have a chance to see the body language of British to invite someone out by seeing the video.

c. The power of creation

This point offers a production step of using video in classroom. The task of video making can provoke genuinely creative and communicative uses of the language, with students finding themselves 'doing new things in English' (Cooper et al. 1991:6 in Harmer 2002:282).

d. Motivation

Harmer says that most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled interesting tasks (Harmer, 2002:282). This is the power of video to attract the students' attention in the classroom. Therefore, some teachers sometimes use it as ice- breaking medium at the beginning. Stempleski and Tomalin (1990:3) claim that children and adults feel their interest quicken when language is experienced in a lively way through television and video that can make students more ready to communicate in the target language.

In line with the four points above, video is not only entertaining but also useful to overcome classroom problems in learning a foreign language. It can be used to motivate the students as well as to provide them necessary language input. In line with this, Broughton (1980: 83) claims visual stimuli are useful source of oral language practice. They can all be used simply as discussion starters, or as the

material for a short talk (a procedure common in several important examinations), or as the first step to producing role-play situations or dialogues based on them (Broughton, *ibid.*).

8. Problems of Using Video

There are a number of potential problems if the teacher decides to use videos. Harmer (2002:283) summarizes the video problems as follows:

- a. The ‘nothing new’ syndrome: if the teacher decides to use video in classroom, she has to provide video activities that are unique learning experiences and do not just replicate home television viewing.
- b. Poor quality tapes and disks: the teacher has to check the quality of the video or disks. The video must be sufficiently good to attract the students’ interest.
- c. Poor viewing conditions: the teacher has to be sure that students can see and hear the video by using the visible monitor, set the light for the picture to be clear, and set the volume for the audible sound.
- d. Stop and start: the teacher should decide how many times stopping and starting the video in a classroom activity in order to encourage the students’ natural curiosity.
- e. The length of extracts: the use of short or long video sequences depends to the activity which has been designed by the teacher. Short extract video sequences between one and four minutes are considered as the best option because it can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating.

f. Fingers and thumbs: the teacher needs to familiarize herself with the system to be used when playing the video. It is important to be familiar with the devices if the teacher intends to playback on certain scene of the videos.

Although there are several problems that might be raised in using the video in classroom activities, those problems can be avoided by doing some strategies. The teacher must select the appropriate videos in relation to the need of the students, familiarize herself with the system devices, and design some activities which support the benefits of using video. By anticipating the problems earlier, the use of video in classroom activities may be optimized.

9. Video-Making Activity as the Production Step of Speaking

Harmer (2002:290) says that camera can become a central learning aid. Teacher can ask the students to make videos with a focus on particular language points, such as English expressions of asking for opinion. Involving students in producing their own digital video is a viable option to stimulate authentic communication in the target language (Gareis, 2000). In line with this, Dal (2010:5) claims that video production can be a powerful tool for the teacher to make the students' usage of the foreign language visible in the classroom. Moreover, it can stimulate communicative interaction between the students and thus encourages cooperation among students, as it requires them to be responsible to the group (Dal, *ibid.*)

Harmer (2002:292) proposes some ways to achieve the benefit of video making on improving the students' speaking skills.

- a. Class feedback: in this section, students show their videos to the rest of the class. They can vote for the best video or they can record the successful and less successful examples of what they hear and see.
- b. Teacher feedback: teacher responds to each video, saying either face-to-face or in writing what teacher liked about it, correcting mistakes, where appropriate, and making suggestions about how it might be improved.
- c. Individual and library copies: the product of video making can be deposited in the school's video library or given to each student.

In line with the theory above, the students get benefit from video-making activity as the chance to display what they have done and get feedback on it from classmates and teacher. It is also possible that the product of video making presented as the material instead for the following years. Video making activity also considered as a suitable language production activity that meet the characteristics of teenager students proposed by Brown in the previous section.

B. Review of Related Studies

There are some previous research studies done by some researchers which show that the implementation of video making project in EFL classes can improve students' speaking skills. First, a study done by Budiawan (2011) used a video making project to improve students' self confidence and speaking ability in the conversation class. The study shows two main findings. Firstly, the video making project gives significant improvements to the students' self-confidence and speaking ability especially the fluency. The increase of their self-confidence contributes to the students' willingness to use and learn English which also lead them to the success in language learning. Secondly, the students' fluency can be

improved by speaking regularly (the students are trained to perform many times before acting in front of the camera).

Second, a study on video-making project in foreign language learning had been done by Larisa Nikitina in Universiti Malaysia Sabah (UMS) as issued in *International Journal of Instruction* on January 2011. The video-making project had been carried out by the students who learn Russian as a foreign language in Universiti Malaysia Sabah (UMS) which is located in a country of non-native speakers of Russian. An important finding of this study is that the project brought forward a diversity of learning outcomes, both linguistic and non-linguistic. From the linguistic perspective, the students reported that they were learning Russian more actively and effectively compared to the previous semesters. This is because they had more opportunities to use the language when they were writing the script, rehearsed their lines and acted out the scenes. Several students said that they felt more confident to speak Russian and that they got to know “what to say in various situations” (Nikitina, 2011:43).

C. Conceptual Framework

Based on the classroom observations and interviews with the English teacher and the students, the researcher found that the speaking skills of the seventh grade students were relatively low. That problem dealt with the students' self confidence in practicing speaking, their prior knowledge of English, and the opportunity to practice speaking. Therefore, a strategic action is needed in order to overcome these problems.

Based on the consideration above, the researcher expected that implementing video making project in speaking lesson improves the students' speaking skills. The steps of video making project included writing scripts in a group work, rehearsing the conversation before filming it, recording the video with classmates, screening the result and giving feedback as well. In relation to implementing video-making as students' project in practicing speaking, the researcher proposes some reasons. First, it is a production step which provides opportunity for the students to use the language which have been learnt. Secondly, the students learn actively because they have more opportunities to use the language when writing the script, rehearsing their lines and acting out the scenes. Thirdly, the task of video-making can provoke genuinely creative and communicative uses of the language.

The procedure of video-making project follows the suggestions from the experts on the language production. In the first place, the teacher builds students' self confidence, prepares the students with the minimum required functions they would need to perform in the task as their process of learning a new language, and tell the students the purpose of the task. The second place is the teacher gives controlled, guided and free phases of speech production. By following these procedures, it is expected that the students' speaking skills are improved after having adequate language input and time to practice step by step.

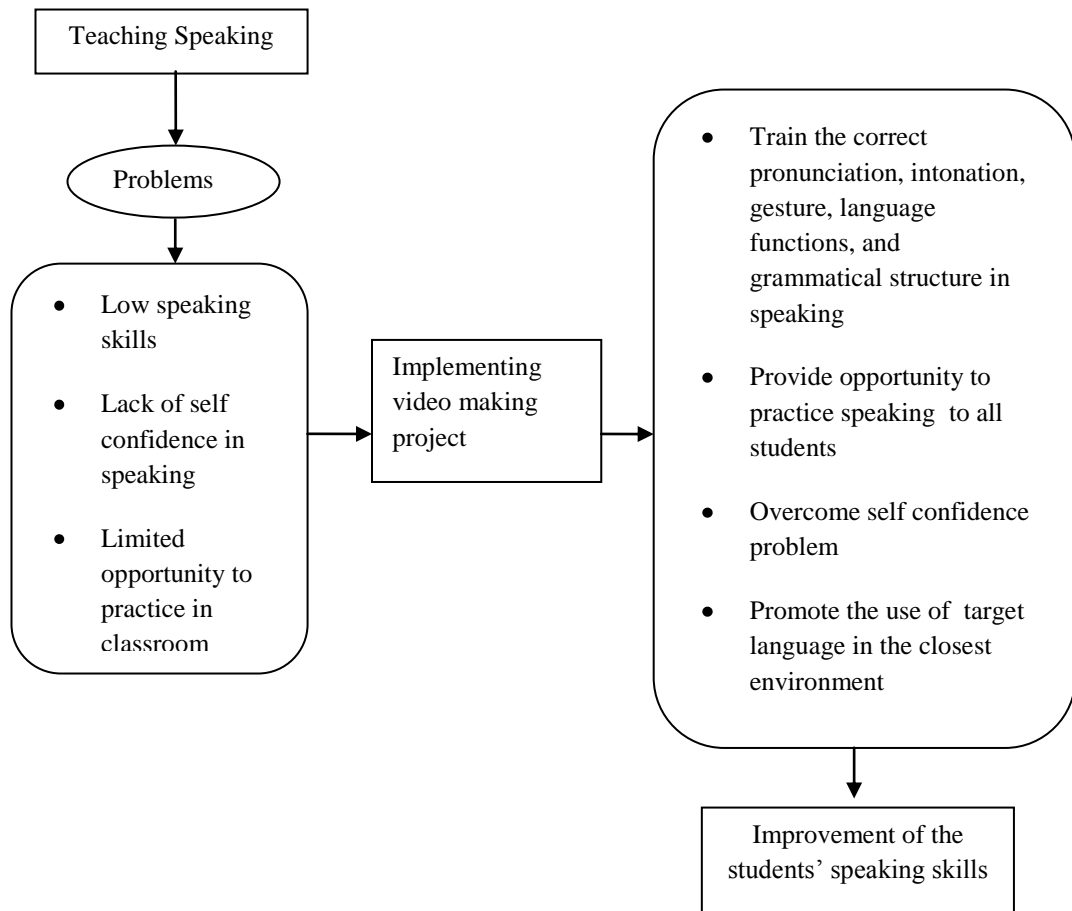


Figure 1. Conceptual framework of the study

CHAPTER III

RESEARCH METHOD

This chapter describes the research method including the types of research, the setting of research, the place and time of research, the subjects of research, the instruments of research, the data collection, the research procedure, and data analysis.

A. Type of the Study

This study is categorized into an action research. The aim of this study is to show the process of improvement of the students' speaking skills. In this process, the researcher worked together with the English teacher and the students to identify and investigate the problems occurring in the English learning. Then, the possible solutions were planned to solve the problem, carried out the action in the class, and finally, analyzed the implementation of video-making project in improving the students' speaking skills. The steps above are suitable with the sequence steps done in action research. They are identifying the problem, planning the solution, doing the action in the class, and reflecting the use of action done (Burns, 1999: 30).

B. The Setting of the Research

The research was conducted in SMP N 9 Yogyakarta. The school is located on Jl. Ngeksigondo 30 Yogyakarta. The number of the students in each class is 34. The school was selected as the setting of the research because the school has the same vision with the researcher in improving the students'

speaking ability in order to achieve the goal of English teaching and learning in junior high school.

C. Place and Time of the Research

This research was conducted at grade VII B of SMP N 9 Yogyakarta in the academic year of 2012/2013. The location of the school is strategic because it is located near the main street of Yogyakarta which is passed by city bus and *Transjogja* bus lines. Students can reach the school by riding public transportation. However, most of them go to school by motor cycles or bicycles, and some others go to school on foot. The building has 39 rooms which consist of 18 classrooms for the seventh grade up to ninth grade, a spare room, a teachers' office, a headmaster office, an administration and financial staff office, a library, an audiovisual room, a guest room, a language laboratory, two computer laboratories two science laboratories a guidance and counseling office, a music studio, a boy scout room, a healthcare room, a pantry, a school shop, a warehouse, three teachers' toilets, and fifteen students' toilets. The school also has some other facilities such as, a school hall, a craft room, a mosque, a canteen, students' parking areas, teachers and guests parking areas, a school guard office, a main square which has double functions as a basketball court as well.

The school has been implementing the system of moving class. Therefore, each of the lessons is conducted in different room as scheduled by the school. For the English lesson, the teacher and the students can use the language laboratory, audiovisual room, or regular classroom. This research was conducted in language laboratory and regular classroom as well.

The research was on 19 September 2012 to 9 November 2012. The English subject was twice a week on Wednesday and Friday and lasted 2x40 minutes for each meeting. This school conducted the English subject from the seventh grade up to the ninth grade. The research involved the researcher, the English teacher, and the seventh grade students of VII B in the academic year of 2012/2013.

The time of study was disrupted because of several matters. The first matter was related to the technical problem. When the researcher would like to conduct a classroom observation, the electricity in language laboratory was off. It impeded the teaching and learning activities which has been planned to use a language learning video as the learning material. Therefore, the observation was delayed since the English teacher chose an alternative plan to deliver the previous material from the extra class held last week. The second problem was midterm test which was administered by the school from October 8 until October 12, 2102. As a result, the third and fourth meeting of the first cycle must be delayed for a week. The third problem was the new schedule changed without any notification and a national holiday in accordance with the moment of Eid ul Adha. Thus, the first and second meeting of the second cycle must be delayed.

D. The Subjects of the Research

The subjects of this research were the students of class VII B SMP N 9 Yogyakarta. There were 34 students in the classroom, consisting of 18 female students and 16 male students. The students were twelve up to thirteen years old. The students lived in Yogyakarta, Sleman and Bantul regencies. They went to

school by bicycles, motorcycles, and public transportations. Their parents had occupations as civil servants, military/police officer, private agencies employees, farmers, merchantmen, and labors.

Class VII B was chosen because according to the teacher, most of the students of VII B are shy to practice speaking. Based on the interview with the English teacher conducted on August 7, 2012, the researcher found that the students of VII B came from different kinds of elementary schools so that their prior knowledge on English was distinct. Some of the students possessed relatively adequate knowledge on English, whereas some others possessed a little knowledge on English. According to the teacher, one of the students of VII B is the lowest rank student who enrolled at the school. She was one of the students whose mark was the lowest in the pre test administered by the researcher on September 19, 2012. The result of the pre test showed that the English speaking skills of the VII B were heterogeneous indicated by the high scores and low scores which were not spread evenly.

E. The Research Instruments

1. Observation guide

The observation guide was used to determine the teaching and learning aspects when the action plan is conducted. In this study, five aspects were observed in the English class. They were the students, the teacher, learning media, teaching and learning process, and the students' speaking ability. The aspects can be seen in the Appendix A. Besides, the researcher also observed important aspects that unexpectedly happened in the class.

The observation guide was discussed with the first and second consultant to check whether it can measure what are intended to measure. In order to ensure the reliability of the observation, inter-rater reliability was used. To fulfill it, the observation was held using the same observation guide. Then the results were checked whether researcher and the collaborator agreed in almost observed aspects in observation guide. When they agreed in almost categories in observation, the observation guide was consistent and reliable.

2. Interview guide

The interview guide was used as the guidelines in giving the questions to the students and the teacher before and after doing the actions planned. In this study, the interview guides involved five aspects. They were the time management, class activities, students' speaking ability, learning media, and the implementation of video-making project. As with the observation guide, the interview guide was discussed with the first and second consultant to know whether it can measure what are intended to measure. The aspects can be seen in the Appendix A.

3. Scoring rubric

The scoring rubric was used before and after the researcher conducted the actions. It was used to measure the students' speaking ability on the topics taught in the study. The scoring rubric on the videos resulted in the project was also used to assess the group work in video making project. The aspects of the scoring rubric were adapted from the expert theories. The aspects can be seen in the Appendix A.

The scoring rubric was discussed with the first and second consultant to know whether it can measure what are intended. To fulfill the reliability of the pre-test and post-test, inter-rater reliability was used. In this case, the performance test were conducted and measured based on the performance assessment criteria. Then the students' speaking skills were scored and compared. When the results were similar, it could be said that the pre-test and post-test was reliable.

4. Pre-test and Post-test Cards

Pre-test and post-test cards were used as the guidance to the students in performing pre-test and post-test. Each of the items in pre-test and post-test card referred to the previous material. The pre-test and post-test cards were discussed with the first and second consultant to know whether they can measure what are intended to measure. When the high-achieved students got high score and the low-achieved students got low score, it could be said that the pre-test and post-test score were reliable to measure the students' speaking skills.

F. Technique of Collecting Data

The data about the improvement of speaking skills were obtained by doing observation in the English class, conducting interviews before and after doing the actions planned, and administering the pre-test and post test. These data collection techniques are described below.

1. Observation

The observation was done to monitor the teaching-learning process in the classroom. During the observation, the data were collected by observing the class

situation and condition when the actions were conducted and then recorded the activities in the field notes.

2. Interview

The interview was done to know the problems on teaching and learning speaking as well as the effectiveness of the actions. The questions to be questioned were related to the activities during the teaching-learning process. The results of the interviews were stated in the interview transcripts.

3. Scoring rubric

The speaking performance test was used for pre-testing and post testing. The students were asked to have conversation in pair using the pre-test and post-test situation cards. The videos resulted in the project was assessed after all of the videos submitted. The students' speaking skills in their performance in pre test, post test and video were observed based on the scoring rubric.

Before conducting the pre-test, the students were notified about the topics tested and given short explanation on the required language functions. It was aimed at helping the students feel ready to do the test so that their scores could describe their abilities in speaking and the tests were conducted well.

G. The Validity and Reliability of the Data

Anderson *et al.* in Burns (1999: 160-162) has proposed some criteria to fulfill the validity of the research as follows:

1. Democratic validity: concerning to the extent to which the research is trully collaborative and allows for the inclusion of multiple voices (Anderson *et al.* in Burns, 1999:160). The democratic validity was fulfilled by asking the

English teacher and a student of English Department to be the collaborators in conducting this research. The researcher gave chances for the other research team members to give their ideas, suggestions and comments about the implementation of video making project in teaching and learning processes of speaking and implementing the actions collaboratively with other research team members. In addition, the interviews towards the English teacher and the VII B students of SMP N 9 Yogyakarta were held. In the interviews, the English teacher and the students expressed their views and opinions toward the teaching and learning processes before and after the actions done.

2. Outcome validity: relating to the notion of actions leading to the outcomes those are successful within the research context (Anderson *et al.* in Burns, 1999:161). To fulfill it, some indicators that show the improvements of the students were formulated together. The indicators are as follows:

- a) The students understood how to use language functions related to asking and giving information.
- b) The students were able to act in role plays with good speaking ability.
- c) The students understood the technicality in video making project.
- d) The students were able to make the concept of the project and work with the team.
- e) The students could perform their speaking confidently.
- f) There were the improvements in the students' speaking ability covering some aspects, such as fluency, accuracy in grammar and pronunciation, vocabulary, and language usage.

3. Process validity: related to the possibility to determine how adequate the process of conducting the research is (Anderson *et al.* in Burns, 1999:161). The process validity was assessed by reflecting on the data collection and modifying the strategies to answer the questions occurred during the process. The data were examined and identified whether the students were able to continue with the learning process or not. Then the strategies were modified when it did not work as expected. In this activity, the students' attitudes, class condition, the teaching technique used by the English teacher, etc. were observed during the teaching and learning processes and described in the field note form.

4. Catalytic validity: allowing participants to deepen their understanding of the social realities of the context and how they can make changes within it (Anderson *et al.* in Burns, 1999: 161). The researcher tried to get the stakeholders' responses to the changes occurring to themselves. For this purpose, the implementation of the actions were observed, the reflection of the actions done were made, and the questions to the English teacher and the VII B students were asked to know the changes they made after the actions during were applied in the study.

5. Dialogic validity: related to the process of peer review (Anderson *et al.* in Burns, 1999:161). The dialogic validity was fulfilled by having discussions with the English teacher as the collaborator. The English Department student of Yogyakarta State University who attend the class during the research process was involved as a critical friend. They were asked to participate in the process of the

study by giving critiques and suggestions. For this purpose, the reflective dialogues were conducted to the actions done in the class.

To get the data reliability, the triangulation technique was used. Triangulation is one of the commonly used and best known ways to check the validity (Burns, 1999: 163). Burns (1994: 272) in Burns (1999: 163) states that triangulation is a way of arguing that ‘if different methods of investigation produce the same result then the data are likely to be valid’. In this research, investigator triangulation was used to avoid bias and provides checks on the reliability of the observations (Burns, 1999: 164). The English teacher and a student of English Education Department were the other observer in this research. They observed the classroom activities conducted by the researcher and compared their notes after the class was over.

Silverman (1993:156) in Burns (1999: 163) states that comparing different kinds of data (i.e quantitative and qualitative) and different methods (i.e. observation and interviews) to see whether they corroborate or not is called triangulation. Here, the results of three sources were matched, namely observation data, interview data, and students’ pre-test and post test scores. It was done to know whether or not the reliability of the data was evident.

For the observation, the activities that could be caught were observed, such as the students’ attitudes during the teaching learning process, the class atmosphere, the teacher’s way in presenting the material especially language functions, the learning media used, etc. Here, the results of the class observation were arranged in the field note forms.

For the interview, the questions related to the implementation of video making project in speaking lesson were asked to the VII B students and the English teacher. Here, the results of the interviews were shown in the interview transcripts of Appendix C.

For the quantitative data, the pre-test and post test scores made by the students were analyzed by the help of a computer analysis. The mean scores of pre test and post test were compared to see the gain score in students' performance. The assessment covered fluency, accuracy in grammar and pronunciation, vocabulary, and language functions used in the performance. Here, the data was obtained in a statistic form.

H. Data Analysis Technique

The data collected were analyzed from the field notes and the interview during the research. To obtain the trustworthiness, triangulation that is commonly used in checking for validity was applied. In this study, the data were analyzed in five stages as stated by Burns (1999: 156-160). The stages are assembling, coding, comparing the data, building interpretations, and reporting the outcomes.

At the stage of assembling the data, the data were assembled to be reread in order to state the important points, then showed up the board pattern to compare to see what fits together. In coding the data, the patterns of the data were specified. At the step of comparing the data, the data were compared to see the repetition of the data pattern and the connection of the different data sources. At the stage of building interpretations, the explanation of why particular pattern of

interaction and attitude had come up in this project were developed. Finally, the report of the study was presented to the others.

I. Research Procedure

According to Kemmis and McTaggart (1998) in Burns (1999), action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’ of planning, action, observation, and reflection. Kemmis and McTaggart’s concept of action research is set out in figure 2. To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (Burns, 1999: 33) is presented as follows:

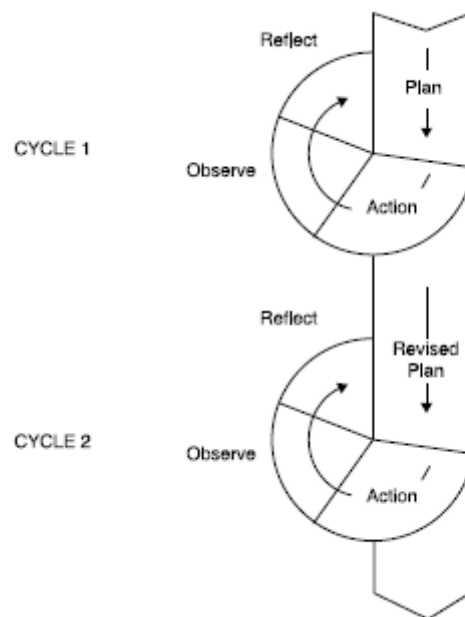


Figure 2: Action Research Model by Kemmis and Mc Taggart (1998)

From the figure above, it can be seen that the action research procedures form a cycle which cover four main steps. Those are planning, action,

observation, and reflection. Further explanations about each step are described below.

1. Reconnaissance

In this step, the setting under study was observed. Based on the results of the observation, the problems that occurred were identified. In the preliminary step, the problems related to the students' ability in practicing speaking were analyzed. The results of the observation were used as the basis for developing the research actions.

2. Planning

In this step, the researcher worked together with the English teacher to plan some actions to be implemented in the English teaching-learning process based on the problems defined in the previous step. The aim of the actions was to improve the students' speaking skills by implementing video making project. The actions planned to be carried out were presented below.

The first was selecting the materials based on the basic competency and the standard competency for the first semester of grade VII. As the focus of the study was related to speaking skills, the chosen material was language functions of asking for and giving information. The materials contained two themes which were selected through a discussion. The material sources were taken from language learning videos from the language learning websites and *BSE (Buku Sekolah Elektronik)* for grade VII. Then, a course grid was made to design the materials and activities.

The second was selecting the teaching technique. The PPP (Presentation, Practice, Production) technique was selected in the teaching and learning processes. It consisted of three steps. The first step was presentation. In this step, the materials were presented by playing videos, asking students to identify the language functions used in the videos and presenting the other through handouts. The second step was practice which was divided into guided and semi-guided practice. In guided practice, the students did some exercises related to the language functions they had learnt based on the given materials. They also practiced the dialogues presented in the video in pairs. In semi-guided practice, the students worked in groups of four and five to write their own scripts based on the theme given by the teacher and rehearsed their lines. The last step was production. In this step, the students acted out their scripts and recorded with a digital camera or handy cam.

The third was designing lesson plans. They were used as the guidance in teaching and learning processes. There were two lesson plans integrated with two times of video-making project.

The fourth was determining the speaking skills that were tested in the pre test and post test. In this action, pre test and post test cards were designed. The topic referred to the previous learning material conveyed by the English teacher to develop the items written in the pre test and post test cards.

The fifth was determining the class activities. In this action, some activities that could encourage the students to practice speaking were planned. The first activity was pronouncing new words found in the transcript of the video

according to the audio presented from Cambridge Advanced Learner's Dictionary. This activity aimed to familiarize the students with the correct pronunciation from the credible source. The second was having questions and answers orally related to the language functions and information presented in the video. This activity aimed to give opportunity to the students to practice speaking as well as to help them able to identify the language functions and detailed information presented in the video. The third was acting out the transcripts in front of the class. This activity aimed to encourage the students' self-confidence in practicing speaking by providing opportunity to speak in front of the class. The fourth was implementing video making project as a means of practicing speaking in an interesting way. The procedure of video making project was adapted from the experts' theory including writing the scripts, rehearsing the lines, recording the performance by using digital camera, and screening the results in classroom followed by giving feedback. This activity aimed to provide an activity to promote students' cooperation, stimulate communication in the target language, and overcome the students' problem on self-confidence related to practicing speaking.

The sixth was determining the time duration in doing the class activities. Here, the time limit was determined based on the difficulty level of the exercises or tasks. For example, pronouncing English words was allocated 5 to 10 minutes. The acting out of the transcripts was allocated 10-15 minutes. The time duration for writing the scripts, recording the speaking performance, and screening the

results followed by giving feedback, were allocated one meeting for each of the activity.

The last step was developing research instruments. Before conducting the research, some research instruments were developed. Those were pre-test and post-test cue cards, scoring rubric, observation guide and interview guide. The cards contained personal information as the guidance for the students to perform their speaking. The scoring rubric of students' speaking performance was used to evaluate students' speaking performance. The observation guides for the teacher and the students were used in the reconnaissance and action and observation steps. The interview guides for the teacher and the students were used in the reconnaissance and reflection steps.

3. Implementing and Observing the Actions

In this step, the actions that had been planned in the previous step were implemented in eight meetings or two-cycle research. In the first meeting of each cycle, new themes in one topic were presented. In the first meeting of cycle 1, the theme was asking and giving information related to personal information, whereas in the first meeting of cycle 2, the theme was asking and giving information related to the family. The selection on one topic in different themes was decided through a discussion referring to the syllabus.

In the second and third meeting of each cycle, the students were monitored. They were guided in the process of writing the script and rehearsing the lines. Besides, the students got necessary guidance and help from the teacher. In the fourth meeting of each cycle, the videos produced by the students were

showed and given feedback from the teacher. The results were assessed using the assessment rubric as the additional scores for the English teacher's administration. While the actions were implemented in the class, the collaborator observed the activities to find problems during the class and see how effective the actions were.

4. Reflection

In this step, the actions that were conducted in the implementation phase were evaluated. When problems occurred in the class, they were consulted to the teacher to improve the results. It was done by having reflective dialogue with the collaborator who observed the teaching and learning processes conducted in the class. As an example, there was a finding that most of the students were able to practice speaking confidently showed from their gestures in speaking with their partner in video performance. However, their voices were not audible in the video since they spoke in soft voices and their voices were interfered with the noise, thus their speaking skills could not be given any feedback. Then, the strategy decided through a reflective dialogue to overcome this problem which was making use of a microphone in the next cycle to make their voices audible to the audiences.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION

The purpose of the study is to suggest ways that can help the VII B students of SMP N 9 Yogyakarta improve their speaking skills. One of the ways is implementing video making project in the speaking lessons. This chapter will present some research findings and discussion. The first section focuses on the research procedures and the implementation of the actions in cycle I and II. The second section deals with the general findings and discussion of the study followed by a summary of each cycle. At the end of the chapter, the researcher presents a summary of the findings of the study. Data evidence presented in this section are selected pieces while the complete data can be seen in Appendix B and C.

A. Reconnaissance

At the beginning of this study, the researcher had a discussion with the English teacher about the English teaching and learning processes in VII B class, conducted interviews with the students of class VII B, and did observation on the English teaching learning processes. Class VII B was chosen as the subject of the research because the teacher found that the students of VII B were shy to speak up in the class. The English teaching and learning process had been observed three times. The first observation was conducted on July, 26th 2012 when the teacher taught listening skills. The observation was conducted in class VII B, in which some problems related to English teaching and learning process were recorded.

The situation of the English teaching and learning process in the first observation was shown in this following vignette.

Date : July 26th, 2012
 Place : VII B Class of SMP N 9 Yogyakarta
 Aspect/skill: listening
Observation I
R : Researcher
ET : English Teacher
S : Student
Ss : Students

ET played an instrumental music from the computer in the language laboratory through a room speaker. R observed the class from the back row. ET greeted Ss and was responded in soft voice. ET greeted Ss once more and was responded simultaneously. ET called the roll. ET asked Ss a question in English but no one responded. ET translated the question into Indonesian and Ss answered it in soft voice.

ET reviewed the previous material by giving a question. Ss responded in soft voice. Then, ET presented the previous material through PowerPoint software which could be accessed by Ss in their PC monitor. ET asked some questions related to the previous material by appointing some Ss name. When S answered it correctly, ET gave him compliment. Then, ET delivered the goal of the teaching and learning processes of that meeting.

ET played a video and its transcript related to the topic. In the middle of playing the video, ET paused the scene. Then, she asked some questions about the story in the video. She asked in English at first and then she translated the questions into Indonesian. The Ss answered together in soft voice. ET complimented them as they got the correct answer. Then, ET asked some volunteers to answer the following questions. All of Ss kept silent. ET appointed one of Ss to answer and she gave a compliment as S answered correctly. ET explained the meaning of the language functions and new vocabularies presented in the video. She continued to play the video until it finished.

ET gave a listening exercise based on the video. In this exercise, ET used the video without its transcript to be comprehended by Ss. ET provided three times opportunity for Ss to comprehend the conversation in the video. The exercise took longer time since it could not be finished at the scheduled time. Ss seemed to be less focused to the exercise when the bell rang. ET continued the exercise and closed the meeting. ET noticed Ss to submit their works on her desk.

From the first observation, it could be noted that the students often spoke in soft voice to respond to the teacher's questions. They also tended to keep silent if the teacher did not appoint them to answer questions. The students seemed to not understand the questions in English unless the teacher translated them into Indonesian. The teaching and learning processes have been using available technology as the teaching aids. The exercise could not be finished on time and thus the teacher took longer time to finish it. It could be seen that the teaching and learning processes faced some problems related to the students and time management.

The second observation was conducted in September 20, 2012. It aimed at updating new problems or facts in the field and knowing whether the problem in the first observation still existed or not before the researcher conducted the actions. The situation of the English teaching and learning process in the second observation was shown in this following vignette.

Date : September 20th, 2012
 Place : VII B Class of SMP N 9 Yogyakarta
 Aspect/skill: reviewing extra class exercise

Observation II

R : Researcher

ET : English Teacher

S : Student

Ss : Students

ET planned to teach speaking using audiovisual media but the electricity was off. Therefore, the teaching and learning process was changed at that time. ET decided to have a review on the previous extra class exercise. The class were moved to the classroom.

R observed the class in the back row. The teacher's voice was not audible to the back row. Ss of the back row did not pay attention to the teacher's explanation. ET asked Ss who did not pay attention so that they brought back to the classroom activities. During the teaching and learning process, male Ss participated actively by giving comment and answering the questions. Female Ss just kept silent. When they got the turn to answer the questions, they asked for the answer to their friends. After the bell rang, ET closed the meeting.

From this second observation, there were some new problems found in the teaching and learning processes. As the teacher decided to make use of audiovisual media in the teaching and learning processes, the technical problem could not be avoided. At that time, the electricity was off so that the teacher had to change the previous plan. The alternative plan to review the exercise on the extra class was chosen. The place was moved from language laboratory to a regular classroom. In the regular classroom, the teacher's voice was not audible throughout the room. Many students seated in the back row seemed to do their own business while the teacher was explaining the material. However, only male students participated actively during the teaching and learning processes by giving comments and answering the teacher's questions. All of female students just kept

silent unless the teacher appointed them. It seemed that the female students did not engage well in the class.

The third observation was conducted in September 26, 2012. It aimed at observing the teaching and learning processes in speaking lesson which had been canceled in the previous meeting. The situation of the English teaching and learning process in the third observation was shown in this following vignette.

Date : September 26th, 2012

Place : VII B Class of SMP N 9 Yogyakarta

Observation II

R : Researcher

ET : English Teacher

S : Student

Ss : Students

ET greeted Ss in English and was responded simultaneously. ET reviewed the previous material and delivered the topic of that meeting that was asking for information. ET intended to play a video but the video player software did not work properly. R and ET asked for a help to the laboratory technician. While the software was being fixed, the class started to be noisy. Finally, the video was played successfully and ET continued the teaching and learning processes. ET introduced R to Ss and her aim for being there. ET also told Ss that they would have a speaking practice later.

ET asked Ss to watch the video and its transcript through their PC monitor. ET gave Ss questions about the participants and the topic of the video. Ss said that they did not know. ET replayed the video and gave an illustration to help them answered the questions. ET also explained the language functions found in the video. Ss got the answers from the teacher's explanation. Ss were asked to pronounce and translate the words and sentences found in the video. ET asked about the meaning of "embassy" word in the video. Ss just kept silent. ET gave an illustration to help them guessed the meaning. One S answered correctly and ET complimented him. ET continued to explain the language functions in the video. Ss were drilled in pronouncing the words correctly. ET tried to make use of audio dictionary application in her mobile phone to exemplify how to pronounce the words correctly. The sound of the audio dictionary was not audible so that Ss could not learn from it.

Ss were asked to memorize the dialogue transcript of the presented video before practicing in front of the class. ET gave one minute for Ss to find a partner to practice speaking. Some Ss asked ET about the correct pronunciation of some words. The class was noisy when Ss practiced memorizing the dialogue. ET asked a pair of Ss who had finished memorizing the dialogue to practice in front of the class. A pair of male Ss volunteered to be the first to have a practice. The other Ss followed to have a practice but they minded practicing in front of the class. Therefore, they just stayed on their chairs. Some Ss practiced the dialogue playfully. They also did not have an eye contact with his partner. Instead, they looked at the text in their hand while speaking. Some Ss still pronounced the words incorrectly and seemed to have read-aloud speaking. There were Ss who practiced very well with correct pronunciation, intonation, and appropriate gesture as well. As the bell rang, many Ss did not have opportunity to practice speaking in that meeting. ET closed the meeting right after the bell rang.

From the third observation, some problems related to the students' speaking skills were found. It could be seen from the speaking practice session. Some students still pronounce some words incorrectly, spoke in a read-aloud tone, practiced the dialogue playfully, and even they did not have an eye contact with their partner. However, there were also students who pronounced the words correctly and spoke in appropriate manner. Many of the students were reluctant to practice speaking in front of the class and just practiced on their chairs. They seemed shy of speaking in front of their classmates and the teacher. The video player did not work properly in the beginning of the lesson but it could be overcome. Not all of the students had the opportunity to practice speaking because the time was up.

The researcher also conducted interviews with the English teacher and VII B students. From the interviews with them, it could be concluded that most of students in VII B class had some problems in speaking. It could be seen in the following quotations of the interview transcripts.

R: *Nah, menurut Ibu bagaimana kemampuan Bahasa Inggris-nya siswa?* (What do you think about their (students') English?)

T: *Karena saya mengajarnya di kelas 7 yang otomatis mereka berasal dari SD yang berbeda dan pembelajaran Bahasa Inggris di SD kan tentunya berbeda-beda pula, jadi ada yang sudah, ee, istilahnya punya kemampuan yang tinggi bagi mereka terutama yang dari SD-SD kota yang sudah mengikuti bimbingan-bimbingan. Ada juga yang masih nol dalam artian, ee, basic-nya masih, apa ya, masih sedikit sekali. Tentunya juga kemampuan mereka berbeda-beda.* (As I teach the seven grades whose students came from different elementary schools and the teaching of English was also different for sure, so that some of them possess high level abilities especially those who studied at elementary schools of the county town as they had joined courses. Some others possess low level abilities whose little basic. Their abilities are different for sure.)

R: *Kalau yang paling menonjol itu di sebelah mana, Bu? Aspek yang , ee apa ya, yang agak kurang dari mereka?* (In what aspect do they mostly lack of?)

T: *Yang agak kurang mungkin ya di ... ee..ucapan sama intonasinya, Mbak ya..Kadang-kadang kalimat bukan kalimat tanya tapi mereka mengucapkannya dengan nada kalimat tanya. Kemudian, ee, apa ya, lagunya itu masih terpengaruh sekali dengan lagu ketika dia membaca teks Bahasa Indonesia, ee, ketika mereka di SD. (They lack in pronunciation and intonation. Sometimes they utter a simple sentence using the intonation of interrogative sentences. Then, the intonation is still influenced by the intonation of reading an Indonesian text as that of in their elementary school.)*

(Appendix, Interview 1)

According to the teacher, the students possessed different basic of English because of the different teaching of English in various elementary schools. The teacher said that the students lack in pronunciation and intonation which belong to the speaking skills. To get the additional reconnaissance data, the interviews with the students of VII B were held. The students that were chosen to be interviewed were two students which represented the active and passive students in the class. The following are quotations of interview transcripts with both students that show their opinions towards speaking lesson.

R: *Oh ya, speaking itu sulit nggak?* (Do you think that speaking is difficult?)

S: *Yaa biasa saja. (tersenyum) Biasa.* (Not really. –smiling- It's so-so.)

R: *Kok biasa? (tersenyum)* (How is it so-so? –smiling-)

S: *Ya karena sudah terbiasa dari SD tu udah terbiasa ngomong pakai Bahasa Inggris. Suruh maju gitu..nyontohin gitu. (Since I was in elementary school, I had been accustomed to speak in English. I was asked to exemplify in front of the class.)*

(Appendix, Interview 2)

R: *..kalo bahasa Inggris itu yang sulit di bagian mana menurutmu?* (Which part of English subject that is mostly difficult for you?)

S: *Emmm... Dipahamilah.. (Errr...to be understood..)*

R: *Kalau speaking itu menurutmu sulit nggak?* (Do you think that speaking is difficult?)

S: *Sulit.* (Yes. It is.)

R: *Sulitnya di bagian mananya?* (Which part?)

S: *Mengerti.* (To understand.)

R: *Mengerti apa? (tersenyum) apanya.. misalnya ngomong atau yang mau diomongin apa gitu?* (What do you mean by understanding? –smiling- Is it about talking or what to speak?)

S: *Caranya ngomong.* (It's about how to speak.)

R: *Oh.. misalnya kalau disuruh eee bertanya berapa umurmu gitu kamu tau bahasa Inggrisnya?* (Oh, if you're asked to..err..ask someone's age for instance, do you know how to say it in English?)

S: *Sedikit. (tersenyum)* (A little. –smiling-)

R: *Sedikit..Ya..terus, kamu merasa takut nggak ngomong bahasa Inggris?* (A little. Well then. Are you afraid of speaking in English?)

S: *Lumayan.* (It's quite.)

R: *Kalau misalnya dilihat orang gitu takut?* (Are you afraid if you're being watched by the people?)

S: *Iya, hehehe..* (Yes. He he..)

(Appendix, Interview 3)

The first interviewee was the student who actively participated in classroom activity. From the three classroom observations, the student was the most active participant in any classroom activities. Based on the interview transcript with him, it could be seen that he seemed did not have any problems in English subject. He has been accustomed to use English in his elementary school. He was categorized into high-level-ability students according to the teacher.

The second interviewee was the student who passively participated in classroom activity. From the three classroom observations, the student just kept

silent in any classroom activities. Based on the interview transcript with her, it could be noted that she had problems on understanding English words and how to say certain expressions in English. This student also felt afraid of speaking if there were some people watch her. This student was categorized into low-level-ability students according to the teacher.

Pre-test was also conducted to measure students' initial speaking skills before the actions were implemented. It was held on Wednesday, September 19th, 2012. Before conducting the pre-test, the students were notified about the topics tested and given short explanation on the required language functions. It aimed at helping the students feel ready to do the test so that their scores could describe their abilities in speaking and the tests were conducted well. To gain the validity of the pre-test the researcher asked for the experts' opinion. Then, the reliability of the pre-test was checked by conducting inter-rater reliability in which the researcher and the English teacher became the raters. The scores that were used from the results of the pre-test were decided based on the expert judgments.

1. Identification of the Field Problems

Based on the interviews and observations during the study, the researcher identified problems related to the English teaching learning processes in the VII B class. The problems are shown in Table 2 below.

Table 2. The Field Problems Concerning the Teaching Learning Process of English in VII B Class of SMP N 9 Yogyakarta

No.	Problems	Code
1.	The students had different basic knowledge on English.	S
2.	The students were afraid of practicing speaking in front of the class.	S
3.	The time was not enough to do all the exercises in one meeting.	TM
4.	The students often did not give responses to the teacher's questions in English.	S
5.	The students used incorrect pronunciation, intonation, and language functions related to the topic.	S
6.	The students spoke in soft voice in practicing speaking.	S
7.	The use of language laboratory's devices often faced technical problems.	LLM
8.	The teacher's voice was not audible throughout the regular classroom.	T
9.	The seating arrangement in the language laboratory was not conducive to hold various classroom activities.	CF
10.	The students had low vocabulary mastery.	S
11.	Not all of the students participated in classroom activities.	S
12.	Not all of the students had opportunity to practice speaking in one meeting.	TM

NB:

S: students T: teacher TM: time management CF: classroom
formation LLM: language learning media

From the table above, it can be seen that the problems occurring in the teaching learning process of English are related to the teacher, the students, language learning media, classroom formation, and time management. By considering the time, fund and energy, the problems were selected to be solved from the English teaching and learning process in class VII B of SMP Negeri 9 Yogyakarta. Therefore, some feasible problems in the English teaching and learning processes were summarized as follows.

Table 3. The Feasible Problems in the Teaching Learning Process of English in VII B Class of SMP N 9 Yogyakarta

No.	Problems	Code
1.	The students were afraid of practicing speaking in front of the audiences.	S
2.	The students often did not give responses to the teacher's questions in English.	S
3.	The students used incorrect pronunciation, intonation, and language functions related to the topic.	S
4.	The students had low vocabulary mastery.	S
5.	Not all of the students participated in classroom activities.	S
6.	Not all of the students had opportunity to practice speaking in one meeting.	TM
7.	The seating-arrangement in the language laboratory was not conducive to hold various classroom activities.	CF
8.	The use of language laboratory's devices often faced technical problems.	LLM

NB:

S: students

TM: time management

CF: classroom formation

B. Research Findings

1. The report of cycle I

a) Planning I

After determining the most important and feasible problems to be solved, some actions were determined to offer some solution to the problems. The researcher and the English teacher decided to implement some actions in order to improve students' speaking skills, so that students would be able to speak correctly and intelligibly in the real world communication. Since the teaching and learning processes had been using audiovisual media such as video to present materials, the follow up activity which also makes use of audiovisual media was considered as the best choice. Therefore, an idea of video making project was decided to be implemented as a production step in speaking lesson.

1) Selecting the materials

A discussion between the researcher and the teacher was held before the materials, handouts, course grid and lesson plans were designed. The teacher suggested choosing the standard of competence 3 and the basic competencies of 3.3 regarding the field problems found in the classroom and the available time. The standard of competence 3 is about expressing meaning in simple transactional and interpersonal conversations to interact with the closest environment. The chosen topic was asking for and giving information by developing different themes which close to the students' life, namely personal identity and family. The materials were delivered through videos and handouts. The videos were selected from language learning website such as www.real-english.com and www.esl-videos.com, whereas the materials compiled in the handouts were taken from

BSNP books such as “Contextual Teaching and Learning” for Grade VII, “Scaffolding” for Grade VII, and “English in Focus” for Grade VII.

After compiling the handout, the step of activities of video making project as the production step in speaking lesson were determined. The steps of video making project followed that of the experts’ theories. The researcher and the teacher also discussed the activities included in video making project to decide whether the students were able to carry out the project within the planned time.

2) Designing actions in the teaching and learning processes

The following table shows which field problems were related to the actions that had been designed.

Table 4. The Relationship between Field Problems and the Actions

No.	Field Problems	Actions
1.	<ul style="list-style-type: none"> The students had low vocabulary mastery 	<ul style="list-style-type: none"> Using video and handout as the language input
2.	<ul style="list-style-type: none"> The students used incorrect pronunciation, intonation, and language functions related to the topic Not all of the students participated in classroom activities 	<ul style="list-style-type: none"> Using electronic dictionary in presenting words’ pronunciation and intonation Asking the students to pronounce words and sentences found in the given material Asking the students to work in groups to write a script based on the given topic Asking the students to rehearse their lines before recorded by a camera

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3.	<ul style="list-style-type: none"> • The students often did not give responses to the teacher's questions in English 	<ul style="list-style-type: none"> • Asking the students to identify language functions and answer questions orally
4.	<ul style="list-style-type: none"> • The students were afraid of practicing speaking in front of the audiences 	<ul style="list-style-type: none"> • Asking the students to act out the conversation using video transcript in front of the class with a partner • Asking the students to rehearse their lines before recorded by a camera
5.	<ul style="list-style-type: none"> • Not all of the students had opportunity to practice speaking in one meeting • Not all of the students participated in classroom activities 	<ul style="list-style-type: none"> • Assigning the students to make their own videos based on their own script
6.	<ul style="list-style-type: none"> • The seating-arrangement in the language laboratory was not conducive to hold various classroom activities. 	<ul style="list-style-type: none"> • Making use of language laboratory, regular classroom, and the other places in the school environment in teaching and learning processes
7.	<ul style="list-style-type: none"> • The use of language laboratory's devices often faced technical problems. 	<ul style="list-style-type: none"> • Preparing the other devices to support the teaching and learning processes
8.	<ul style="list-style-type: none"> • The students used incorrect pronunciation, intonation, and language functions related to the topic 	<ul style="list-style-type: none"> • Screening the result of video making project in the classroom

From the table above, it can be seen that the first action was using video and handout as the language input. This action had the aim to help the teacher to present new vocabulary to the students and build the students' understanding of the words and their meaning. Since audiovisual media has been using in the classroom activity, video was considered as a good language learning source to

model the use of certain language functions in context related to the topic. The video presented native speakers as the models which was considered as useful source to the students who study English as a foreign language. The students could learn the pronunciation, intonation, as well as gestures in speaking through the video. A handout was also used to add some information about the materials which were not found in the video. The handout was compiled from some English textbook sources from BSNP for seventh grade students.

The second action was using Cambridge Advanced Learner's Dictionary (CALD) 3 in presenting words' pronunciation and intonation. In the third observation, it was noted that the teacher tried to use her audio dictionary in her mobile phone to model pronunciation and intonation of some words but it did not run well because the sound of the dictionary was not audible. Therefore, using Cambridge Advanced Learner's Dictionary (CALD) 3 in presenting the model of pronunciation and intonation was considered as the feasible solution. The audio of the dictionary was clearer than that of the teacher has and could be accessed throughout the classroom speaker. After given the model of pronunciation and intonation through the video and dictionary, the students were asked to practice pronouncing the words and sentences. It had the aim to familiarize the students with the correct pronunciation and intonation from the credible source. The fourth action was asking the students to identify language functions and answer questions orally. It had the aim to accustom the students to practice their English in answer questions orally. The fifth action was asking the students to act out the conversation using video transcript in front of the class with a partner. Based on

the classroom observations, it was noted that the students were afraid of practicing speaking in front of the class so that they were trained to speak in front of the class as much as possible to reduce their anxiety and or shyness in speaking.

The sixth action in this cycle was asking the students to work in groups to write a script based on the given topic. It aimed at involving all of the students in classroom activities and making them aware of using correct vocabulary, grammar, and language functions in context. This activity also aimed at promoting the students' cooperation in a group work. The seventh action was asking the students to rehearse their lines before their performances were recorded by a camera. It had the aim to give the students opportunity to practice and memorize their lines so that they were ready to speak in front of the camera. The eighth action was assigning the students to make their own videos based on their own script. This activity had several aims: providing all of the students opportunity to practice their speaking, involving all of them to participated in classroom activity, and promoting students' cooperation in a group work. Here, two groups worked as partners to help each other in recording the videos.

The ninth action was making use of language laboratory, regular classroom, and the other places in the school environment in teaching and learning processes. This action had the aim to optimize the use of school environment to support the teaching and learning processes. The tenth action was preparing the other devices to support the teaching and learning processes. It had the aim to overcome the unexpected technical problem during the study. The

eleventh action was screening the result of video making project in the classroom. It aimed at providing feedback towards their speaking skills shown in their video.

3) Selecting teaching technique

The PPP (Presentation, Practice, Production) technique was selected in the teaching and learning processes which were integrated with the video making project. It consisted of three steps. The first step was presentation. In this step, the materials were presented by playing videos, asking students to identify the language functions used in the videos and presenting the other through handouts. The second step was practice, which was divided into guided and semi-guided practice. In guided practice, the students did some exercises related to the language functions they had learnt based on the given materials. They were asked to pronounce the words and sentences found in the materials. They also performed the dialogues presented in the video in pairs. In semi-guided practice, the students worked in groups of four and five to write their own scripts based on the theme given by the teacher and rehearsed their lines. The last step was production. In this step, the students acted out their scripts and were recorded with a digital camera or a handycam.

4) Making lesson plans

After the actions had been designed, the lesson plans were made as the guidance in conducting the teaching and learning processes. There was one lesson plan in this cycle. The teaching and learning scenario is shown in this following table.

Table 5. **The Teaching and Learning Scenario in Cycle I**

Teacher's activities	Students' activities
<p>Opening activities:</p> <ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher checks whether the students are ready for the lesson or not. 3. The teacher and students have a prayer. 4. Teacher checks students' attendance and asks the students' condition 5. Teacher asks some questions related to today's lesson. 6. Teacher asks the topic of the lesson. 7. Teacher states the learning objective. 	<p>Opening activities:</p> <ol style="list-style-type: none"> 1. Students greets teacher. 2. Students answer the teacher's checking. 3. The teacher and students have a prayer. 4. Students answer teacher's questions. 5. Students answer teacher's questions related to today's lesson. 6. Students guess the topic of the lesson. 7. Students pay attention to the learning objective.
<p>Main activities:</p> <p><i>Presentation</i></p> <ol style="list-style-type: none"> 1. Teacher distributes handouts to students. 2. Teacher explains the materials in the handout. 3. Teacher plays a video related to the topic. 4. Teacher explains materials in the video. 	<p>Main activities:</p> <p><i>Presentation</i></p> <ol style="list-style-type: none"> 1. Students receive handout. 2. Students pay attention to the teacher's explanation about the materials in the handout. 3. Students watch a video related to the topic. 4. Students pay attention to the teacher's explanation about the materials in the video.

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<p><i>Guided practice</i></p> <ol style="list-style-type: none"> 1. Teacher asks comprehension questions orally by giving some clues to the students to answer them. 2. Teacher asks students to identify language functions found in the video by giving some clues to the students to identify them. 3. Teacher asks students to pronounce words and sentences in the video by exemplifying the pronunciation. 4. Teacher asks students to act out the dialogue used in the video in front of the class in pairs by giving suggestions in practicing the dialogue. <p><i>Semi-guided practice</i></p> <ol style="list-style-type: none"> 1. Teacher asks students to write a script based on given topics in groups. 2. Teacher monitors the groups by giving comments, suggestions, and offering helps. 3. Teacher asks students to practice their lines based on their own script. 	<p><i>Guided practice</i></p> <ol style="list-style-type: none"> 1. Students answer comprehension questions orally guided by the given clues. 2. Students identify language functions found in the video guided by the given clues. 3. Students pronounce words and sentences in the video based on the examples of pronunciation. 4. Students act out dialogue in the video in front of the class in pairs guided by the teacher's suggestions to practice the dialogue. <p><i>Semi-guided practice</i></p> <ol style="list-style-type: none"> 5. Students write a script based on the given topic in groups. 6. Students ask for the teacher's help. 7. Students practice their lines based on their own script
<p><i>Production</i></p> <ol style="list-style-type: none"> 1. Teacher asks the students to make a video based on their own script. 2. Teacher monitors the groups by giving comments, suggestions, and offering helps. <p><i>Post production</i></p> <ol style="list-style-type: none"> 1. Teacher plays the student-produced videos. 2. Teacher gives feedback. 	<p><i>Production</i></p> <ol style="list-style-type: none"> 1. Students make a video based on their own script. 2. Students ask for the teacher's help. <p><i>Post production</i></p> <ol style="list-style-type: none"> 1. Students watch their videos. 2. Teacher and students give feedback.

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<i>Closing</i> 1. Teacher summarizes the lesson. 2. Teacher has a reflection. 3. Teacher reviews the next material 4. Teacher closes the lesson.	<i>Closing</i> 1. Students summarize the lesson. 2. Students have a reflection. 3. Students listen to the teacher's review 4. Students respond to teacher's leave taking
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5) Developing research instruments

Before conducting the research, the researcher also developed some research instruments. Those were pre-test and post test cards, scoring rubric, observation guide and interview guide. The pre-test and post test cards were used as the guidance to the students in performing pre-test and post-test. Each of the items in pre-test and post-test card referred to the previous material. The scoring rubric of students speaking performance was used to evaluate students in pre-test and post-test. The observation guides for the teacher and the students were used in the reconnaissance and action and observation steps. The interview guides for the teacher and the students were used in the reconnaissance and reflection steps.

The actions in this cycle were aimed to cover the following efforts:

- (a) providing correct language input through audio visual media,
- (b) improving students' speaking skills related to the pronunciation, intonation, gestures, vocabulary and language functions,
- (c) improving students' self-confidence in speaking and involving students in classroom activities through video making project that applied in group work activity.

b) Actions and Observations of Cycle I

The actions in cycle I were carried out on September 28th, October 3rd, October 19th, and October 24th, 2012. The schedule of cycle I is presented in this table below.

Table 6. The Schedule of Cycle I

Dates	Activities	Description
September 28 th , 2012	First meeting	<ul style="list-style-type: none"> • Delivering material on asking for and giving personal information • Giving guided practice (pronouncing words and sentences, acting out conversation based on the transcript)
October 3 rd , 2012	Second meeting	<ul style="list-style-type: none"> • Giving semi-guided practice (writing a script and rehearsing lines)
October 19 th , 2012	Third meeting	<ul style="list-style-type: none"> • Monitoring the process of making the video
October 24 th , 2012	Fourth meeting	<ul style="list-style-type: none"> • Showing the student-produced videos • Delivering material on asking for and giving personal information about family • Giving guided practice (pronouncing words and sentences, acting out conversation based on the transcript)

The data in the first cycle were collected in the form of field notes, interview transcripts, and photographs. Further descriptions of each meeting are presented as follows.

(1) The first meeting of cycle I

The first meeting of cycle I was conducted on Friday, September 28th, 2012. The allocated time was 80 minutes. The teaching and learning processes were held in language learning laboratory. In the first meeting, the researcher as the teacher introduced a topic on asking for and giving personal information. Then, the teacher told the students about the objective of the lesson. Before giving presentation on the topic, the teacher asked some lead-in questions. The students responded together. The teacher asked one of them to raise hand to answer the questions. Then, no student raised his/her hand and one of the students said that she did not want to answer if the teacher asked to raise her hand first. However, there was a student who raised his hand and answered the questions. This activity lasted for about five minutes.

In the presentation stage, the teacher explained the material from the handout and a video related to the topic. Then, the teacher asked the students to find some difficult words found in the video and consulted to the CALD (Cambridge Advanced Learners' Dictionary) 3 for their pronunciation. The students were enthusiastic in finding difficult words and heard the pronunciation from their headphones. They also repeated the pronunciation by themselves the pronunciation soon after listening to the model. However, there was one monitor and one headphone which did not work properly so that the students who used the

devices could not access the presented material. The teacher asked them to join with their friends. Then the teacher tried to turn on the classroom speaker so that all of the students could hear the audio. Thus, the sound was audible throughout the room.

In the practice stage, the teacher asked the students to pronounce the words and sentences in the video simultaneously. Then, the teacher asked some of the students to act out the conversation of the video using the transcript in front of the class. The teacher asked female students to practice speaking. They spoke in soft voices and covered their faces using the handouts in their hands. The other students were noisy and did not pay attention to them. However, there were two male students volunteering themselves and practice speaking confidently and almost perfect.

Because the time was almost up, the teacher could not invite all of the students to practice speaking in front of the class. To avoid the same constraint of time limitation towards the classroom activities, the teacher grouped the students at that meeting. The teacher told the students that she would group them into eight groups which consisted of four and five students. However, they preferred to make groups by themselves. Two students did not belong to any groups since the other students did not accept them because of unknown reason. The teacher persuaded the other students to accept them since they would be assessed on their cooperativeness as well. Because of that problem, the process of making groups took lot of time. After all of the students got the groups, they were asked to write down the name of the members and submitted them to the teacher. There were

eight groups formed which consisted of four and five students on each group. Since there were four settings and eight groups formed, two groups were grouped into one setting and were asked to cooperate each other in recording the video to assure each of the student got the role to perform in the video and to see the creativities between the groups in developing the story in the same setting. During the lesson, the teacher could not move around the room since the chairs were permanently arranged so that there was no space between the chairs. Thus, the teacher made her voice audible throughout the room by speaking loudly during the class lasting. In addition, the students could not have good seats when working with their groups.

(2) The second meeting of cycle I

The second meeting of cycle I was conducted on Wednesday, October 3rd, 2012. The allocated time was 80 minutes. The teaching and learning processes were held in language learning laboratory. The teacher told the students about the technicality and some aspects to be assessed by the teacher in the project. Their groupwork scores would be included as an additional score to the English subject by their English teacher.

The teacher provided four settings to help them developing their scripts. The teacher asked the students to make a concept of their conversation scripts based on the given topic. Two groups with the same setting would work together in recording their videos in the following meeting. The teacher ensured all of the groups had digital cameras or a handycam to be used in the following meeting. In the previous meeting, the teacher found that the language laboratory was too

narrow to hold a group work discussion. Because the language laboratory was not conducive to be used in working with the groups, the students were moved to the regular classroom which was larger than the language laboratory.

The students were asked to continue working in groups. The teacher monitored the classroom activity by moving around the classroom, checking the progress of each group, and offering helps. The teacher helped the students checking the grammar of their scripts. Some of the students asked for permission to leave the class because of the school competition. Some members of the groups did not cooperate with the other members in this activity. They just watched their friends worked. Some of the groups could not finish writing their scripts while some others finished them in one meeting. The teacher asked the groups who have not finished writing the scripts to submit them on the following day in order to be checked by the teacher..

(3) The third meeting of cycle I

The third meeting of cycle I was conducted on Friday, October 19th, 2012. The third meeting of this cycle had to be delayed for a week since there was midterm test which was administered by the school from October 8 until October 12, 2102. As a result, the third meeting was conducted after the midterm test was over.

The teacher told the students about the objective of the lesson. In the third meeting, the teacher asked the other students of Yogyakarta State University for supervising the activity of video making project. The teacher checked whether the students ready for making the video. Here, the teacher found that some of the

groups were not complete since some of the members were not present in the class. One of the groups said that they lost their revised text and had not rehearsed their revised lines as well, so that they could not record their video at that time. Then, the teacher and the collaborator decided to give them opportunity to make their video outside the meeting.

The students were noticed that they would be supervised by the teacher and the other collaborators based on their given setting. After all of the students understood the instruction, they were asked to go to the spot which has been determined. The spot of recording the video were school canteen, classroom, school library, and school hall.

The process of making video faced some problems. There were external and internal factors disrupting the process. The first external factor was the noisy of a machine in the school yard so that the students' voices in the video were disturbed. The second was the senior students who laughed at the students who was making video in the canteen so that the videos were disrupted by the laughter.. The internal factors were a student who felt nauseous when he got the turn to speak and the students who lost their lines in the middle of making the video. Those factors impeded the process of making video. Thus, some of the groups could not finish the project on that day. The teacher decided to give them extended time to finish the project outside the schedule. The students were asked to notice the teacher if they would record the video outside then submit the result before the next meeting.

(4) The fourth meeting of cycle I

The fourth meeting of cycle I was conducted on Wednesday, October 24th, 2012. The allocated time was 80 minutes. The teaching and learning processes held in language learning laboratory. The teacher found that there were no chairs in the laboratory since the school had planned to replace them with the new ones but they have not been realized yet. Therefore, the students were asked to have a seat on the carpet.

The teacher told the students about the activity of that day, that was screening the result. There were three videos which have not submitted yet because of several reasons. The teacher noticed that late submission of the video would be decreased their scores. The groups which have not submitted their works at that meeting promised to submit them on the several following days. Due to the late submission of some videos, the teacher decided to use the meeting to show the available videos and giving them feedback.

When the teacher was about to show the videos, the computer devices in the language laboratory did not work properly. The teacher asked her collaborator to help installing an LCD to screen the videos. It took several times to prepare the LCD. After it had been installed, the videos were shown. Most of the video could not be heard throughout the classroom so that the teacher could not give any feedback on speaking aspects such as fluency, accuracy on pronunciation and grammar, vocabulary, and language functions. The teacher just gave feedback on their gestures as well as facial expressions in speaking and teamwork.

The activity of screening the videos did not take much time. The teacher decided to deliver new material on asking for and giving information about

family. The teacher gave the students handouts and explained the material. The teacher modeled the pronunciation of some words and sentences in the handout and asked the students repeated row by row. The teacher also played a video related to the topic. The students seemed much more enjoy the recent video rather than the previous one. They laughed at amusing scenes and imitated the way of the speakers speaking in the video.

The teacher asked the students to identify some language functions on asking and giving information about family found in the video. The teacher also gave comprehension questions to be responded orally. The students responded enthusiastically so that the class was noisy. The teacher asked them to raise his/her hand first before answering the questions. Some of male students raised their hands and the teacher gave compliment to them. The teacher gave female students opportunity to respond the other questions. None of them raised their hands. Then the teacher encouraged them by giving support. There was a female student willing to answer. The teacher gave her compliment.

The teacher asked for two volunteers practicing the dialogue in the video in front of the class. Two male students were enthusiastic and were willing to practice it. They acted and spoke as that of in the video. Then, the teacher invited two female students to practice the dialogue. None of them was willing to do it. The teacher encouraged them. Two female students were appointed by the teacher and they seemed afraid to practice in front of the class. They spoke in soft voice. The teacher thanked them. At the end of the lesson, the teacher assigned each of group to write a new script based on the topic that had been learnt that day.

Because the time was up, the teacher asked the students to finish the script as homework.

c) Reflection I

The four meetings in the first cycle were covered actions to solve feasible problems found in the previous classroom observations. There were successful and unsuccessful actions during the actions implemented. The following was presented the reflection of implementing those actions in cycle I.

(1) Using video and handout as the language input

In the first and fourth meeting, there were two materials presented using handouts and videos. It aimed at providing language input to the students so that their vocabulary, pronunciation, and grammatical structure were improved. It was also expected that video presentation of native speaker's talk could improve the students' understanding towards the language in context related to the material.

The first video was about asking and giving personal information. The video contained four short scenes which provide various language functions. The video was designed to present the subtitle on the second presentation. The subtitle written down in the paper attached to the students' handout. The handout was the compilation of materials on asking and giving personal information from different sources.

In semi-guided practice in which the students were asked to write their own script containing a conversation under the topic that had been learnt in the first meeting, the teacher noted that most of them benefited by the language input

presented in the handout and video. It was proven by the following field note and quotation of interview transcript.

R melihat ada kecenderungan Ss menggunakan kosakata dan ide cerita yang ada dalam materi sebelumnya untuk membuat skrip. Ada kelompok yang mengembangkan ide mereka sendiri dan menggunakan kosakata yang belum pernah diajarkan oleh ET maupun R.

(R noticed that Ss tended to use words and ideas of the story from the previous material. There were some groups which developed their own ideas and used words that have not been taught yet by ET nor R.)

(Appendix, Field note 6)

R : *Kemudian kemarin kan saya menggunakan video untuk memberikan materi. Apakah video itu mambantumu untuk belajar?* (I used a video to deliver the material. Did the video help you to study?)

S1 : *Sangat membantu.* (It's very helpful.)

R : *Kalau boleh tahu kenapa?* (Why was it helpful?)

S1 : *Jadi biar tahu gimana..apa..contohnya. Jadi nggak terlalu pusing ini gimana harus melakukannya.* (So, I knew the example so that I was not confused on how to do the expressions.)

R : *Kalau kemarin kan juga tak kasih lembaran itu ya, handout namanya. Nah itu juga apakah menambah pengetahuan?* (I had given you the handout as well. Did it improve your knowledge?)

S1 : *Ya.* (It did.)

R : *Pertanyaan ketiga, apakah video yang ditayangkan kemarin mambantumu belajar kosakata baru?* (Third question, did the screened video help you study new vocabulary?)

S1 : *Iya.* (It did.)

R : *Ada banyak nggak?* (Did it give plenty of new words?)

S1 : *Banyak banget.* (So many.)

R : *Kemarin kan ada banyak ekspresi tentang asking for and giving information, apakah dengan video kemarin kamu jadi tahu cara untuk*

menggunakan asking for and giving information yang ini gimana sih?
 (There were some expressions of asking and giving information that had been learnt. Did you notice how to use them from the video?)

S1 : *Iya.* (Yes.)

(Appendix, Interview 10)

From the field note and interview transcript above, it can be seen that both the materials containing new vocabulary contributed to the students' scripts. The students also were inspired by the story in the video to make their own scripts. Furthermore, some of the students used some words which have not been taught yet by the teacher and developed their own ideas in writing the scripts. This finding shows that handout and video were useful for their vocabulary enrichment and helpful to develop the stories of their videos. The video was useful to exemplify the usage of some language functions in real life context so that the students understood well how to use them.

(2) Using electronic dictionary in presenting the pronunciation and intonation

The use of electronic dictionary such as Cambridge Advanced Learner's Dictionary (CALD) 3 aimed at providing correct pronunciation to model some words found in the handout and video as well. The use of this dictionary required devices such as computer and speaker. Since the teaching and learning processes held in a language laboratory, this application could be used effectively. The use of this dictionary aroused the students' enthusiasm in learning new vocabulary and the pronunciation. This was proven by the following field note and quotation of interview transcript.

Setelah software berhasil dioperasikan, R menjelaskan beberapa kata-kata baru serta arti dan pengucapannya menggunakan software CALD 3. Ss tampak antusias dan menirukan sendiri pengucapannya setelah pronunciation dari kamus diperdengarkan. Semua Ss memperhatikan penjelasan R.

(After the software could be run well, R explained new words with their meaning and pronunciation as well using the software of CALD 3. Ss seemed enthusiastic and repeated the pronunciation by themselves right after hearing them from the dictionary. All of the students paid attention to R explanation.)

(Appendix, Field note 5)

C : Oohh..oke. Tapi tadi semua siswa kelihatan antusias pas kamu ajarin pake Cambridge. Mereka baru pertama pake itu po? (Oohh, okay. All of the students seemed enthusiastic when you were teaching them using Cambridge –dictionary-. Was it their first time using it?)

R : Iya, kan ceritanya pas observasi kelas speaking gurunya pengen nyontohin pake kamus di hape tapi nggak kedengeran. Jadi aku ada ide nginstall Cambridge biar mereka tahu langsung cara pengucapannya yang bener dari situ. (Exactly. I've found that the English teacher tried to use her dictionary in her mobile phone to model the pronunciation but the sound could not be heard. Then I had an idea to install the dictionary to help the students knew the correct pronunciation from it.)

C : Pantesan. Tapi itu bagus tadi mereka langsung niruin begitu kamu puterin audionya. (I see. But it was a good idea. They directly repeated the pronunciation soon after you played the sound.)

(Appendix, Interview 4)

From the field note and the interview transcript above, it can be seen that the students were enthusiastic and well engaged in that activity. They were able to pronounce the words as modeled in the dictionary before the teacher asked them to do it. This finding shows that the use of electronic dictionary in modeling the pronunciation in speaking class was attractive.

- (3) Asking the students to pronounce words and sentences found in the given material

This activity was the guided practice to train the students' pronunciation. In this activity, the students were asked to practice row by row guided by the teacher as can be seen in the following field note.

R memberikan penjelasan tentang cara mengucapkan ekspresi-ekspresi tersebut, fungsi dari ekspresi-ekspresi tersebut, dan meminta Ss untuk melafalkannya per deretan.

(R gave explanations about the pronunciations and the functions of those expressions and asked Ss to pronounce them row by row.)

(Appendix, Field note 5)

This activity had the aims to involve all of the students in practicing their pronunciations and fixing incorrect pronunciation which frequently occurred. The students also practiced pronunciation right after the teacher said something in English. It can be stated that the students' enthusiasm dealing with the study of pronunciation increased in this activity. It was proven by the following quotation of interview transcript.

C : ... *Tadi juga mereka yang duduk di pojok-pojok tadi juga niruin pronunciation setelah kamu bilang sesuatu. Idealnya emang gitu kan, jadi kamu sebagai model mereka juga.* (The students who sat in the corner also repeated the pronunciation right after you said something. It was the ideal condition in which you're also as the role model for them.)

R : *Iya to? Aku malah nggak tahu kalo mereka niruin aku.* (Really? I did not notice it.)

(Appendix, Interview 4)

- (4) Asking the students to identify language functions and answer questions about the video orally

This activity had the aim to explore the students' understanding towards the material and give the opportunity to the students in conveying their ideas in

spoken English. From the observation, the students often did not respond to the teacher's question in English. The following field note shows the activity.

R meminta Ss menggarisbawahi fungsi-fungsi bahasa tentang asking and giving personal information yang ada dalam transkrip. R meminta Ss menjawab pertanyaan secara lisan tentang fungsi-fungsi bahasa yang telah ditemukan dalam transkrip video. Ss dapat mengidentifikasi fungsi-fungsi bahasa tersebut dengan benar.

(R asked Ss to underline the language functions about asking and giving personal information in the transcript. R asked Ss to answer questions orally related to the language functions found in the video. Ss could identify the language functions correctly.)

(Appendix, Field note 5)

From the field note, it can be stated that the students did not find any difficulties in identifying the language functions related to the topic. However, in responding to the teacher's questions, the male students actively participated than the female students. It can be seen as shown in the following field note below.

R memberikan pertanyaan kepada Ss tentang siapa yang pernah bercakap-cakap dengan teman sekelasnya mengenai keluarga. Ss laki-laki mengacungkan jari. R bertanya lagi tentang pertanyaan apa saja yang ditanyakan saat bercakap-cakap tentang keluarga. Ss laki-laki mengacungkan jari dan menjawab dengan berebutan. Ss perempuan tidak ada yang menyahut.

(R gave questions to Ss about who had a talk with their classmates about family. Some male students raised their hands. R asked again about what questions to be asked when talking about family. Some male students raised their hands and answered the question competitively. There was no female student responded to the questions.)

(Appendix, Field note 8)

This finding shows additional information to the students participation in spoken exercises. It seemed that the female students were less active than the male students were in spoken exercises. This finding would be taken into consideration in the following meeting.

- (5) Asking the students to act out the conversation using video transcript in front of the class with a partner

This activity was also a guided practice which aimed at giving opportunity to the students to act out the way the native speaker talk so that they accustomed to speak using correct pronunciation, intonation, as well as gestures. It has been noted that they tended to speak in read-aloud intonation, incorrect pronunciation, and inappropriate manner in practicing speaking. There were students who had practiced as modeled in the video. Otherwise, some students were still shy and afraid of speaking in front of the class. The activity can be seen from this following field note.

Setelah semua video ditayangkan, R meminta beberapa Ss perempuan untuk maju ke depan kelas mempraktekkan percakapan dalam video dengan membawa transkrip. Ketiga Ss yang diminta maju mempraktekkan percakapan dengan menutupi wajah mereka menggunakan handout dan bersuara lirih sehingga Ss lain tidak ada yang mendengar. Ss yang tidak diminta maju menjadi ribut. R menyuruh Ss yang maju praktek untuk berdiri lebih dekat dengan bangku deretan depan dan meminta mereka menurunkan posisi handout yang menutupi wajah mereka. Namun, suara mereka tetap lirih saat mengulangi percakapan tersebut.

...

Akhirnya R meminta Ss laki-laki maju dengan teman laki-laki yang dipilih. Mereka mempraktekkan dengan baik seperti dalam video yang telah ditayangkan.

After showing all of the video, R asked some female Ss to practice the conversation in the video in front of the class by using the transcript. The three Ss practiced the conversation while they covered their faces using the transcript paper. It caused their voices could not be heard by the other students. The rest of the class became noisy. R asked the students on stage to move forward closer to the audiences and asked them to lower the position of their handouts which covered their faces. However, their voices still soft when they repeated the conversation.

...

Then, R asked a male S with his chosen partner to come in front of the class. They practiced as that of in the screened video.

(Appendix, Field note 5)

R : *Oya, menurutku kok students yang cowok itu lebih aktif daripada yang cewek ya? Menurutmu gitu gak?* (By the way, it seems that the boys were more active than the girls. What do you think?)

C : *Iya sih, kelihatan banget. Nah itu perlu dipikirkan, Wi. Trus yang pas latihan percakapan juga yang cowok tadi pede tapi yang cewek takut trus pelan ngomongnya. Jadinya tadi pas yang cewek maju yang lainnya jadi ribut sendiri.* (Yes, exactly as that. You need to think about that. Then, when they were practicing the conversation, the boys were confident. But the girls were afraid of something and they spoke in soft voice as well. It caused the other students were noisy when they were on stage.

(Appendix, Interview transcript 4)

It can be noticed that the field problem about the students spoke in soft voice when speaking still existed. In addition, male students seemed dominating the activities of the class, particularly on guided practices. It can be seen from the quotation of interview transcript below.

C2 : *... Trus juga yang cewek-cewek di belakang ya. Emang biasanya gitu ya?* (Then, the girls were seated in the back. They usually did it, didn't they?)

R : *Iya itu ternyata student participationnya untuk yang cewek-cewek itu tetep rendah ya. Menurutmu juga?* (Yes. It seemed that the students' participation especially the girls still low. Do you think?)

C2 : *Mungkin bukan karena rendah tapi karena kalah sama yang cowok kali ya?* (It's not low I think, but the boys were dominating the class.)

R : *Menurutmu itu karena motivasi mereka atau karena..* (Do you think that it's caused by their motivation or..)

C2 : *Nggak. Soalnya sebenarnya mereka memperhatikan cuma karena kalah sama teman trus sama punya kepentingan berbeda.* (No. Actually they paid attention but they were inferior and had different interest of what is important.)

(Appendix, Interview transcript 7)

From this quotation, the teacher and the collaborator agreed that the female students still involved in practicing stage, particularly on oral practice. To invite the female students, the teacher had given motivation and encouragement to reduce their anxiety to practice speaking in front of the class. However, these

efforts were not successful. This finding was investigated further in the next cycle.

- (6) Asking the students to work in groups to write a script based on the given topic

This activity was a semi-guided practice in which the teacher asked the students to make groups of four and five to carry out the video making project. The first step of video making project was writing the script. Here, the teacher gave four different settings of making the video to be developed in their scripts. There were eight groups formed which consisted of four up to five members of each group. Two groups were grouped into one setting and were asked to cooperate each other in recording the video. In the process of grouping students, there was a problem occurred. It stated in the following field notes.

Ss tidak mau dipilihkan anggota kelompoknya oleh R dan memilih untuk mencari anggota kelompok sendiri. Dua orang Ss perempuan belum memiliki kelompok. R membujuk kelompok lain untuk bersedia mengambil Ss yang belum punya kelompok. Satu Ss sudah punya kelompok, tetapi satu Ss yang lain belum ada yang mau mengambilnya untuk dijadikan anggota kelompok. Akhirnya R melakukan pendekatan pada Ss yang lain agar mau merekrut satu orang tersebut. Setelah beberapa lama, akhirnya ada kelompok yang bersedia berkelompok bersama Ss tersebut.

Ss did not agree to be grouped by R and preferred to find the members of their groups by them. Two of female Ss did not belong into any groups. R persuaded the others to recruit them. One of them had been recruited but another had not yet. Then R made a personal approach to the other Ss to recruit her. After several times, there was a group which was willing to recruit her.

(Appendix, Field note 5)

R: *Iya juga. Tapi pas grouping students tadi makan waktu banget je.* (Sure. It took long time to group the students..)

C: *Iya, yang itu makan waktu banget. ... Jadi kalo keseluruhan sih misalnya besok mau ngadain group work lagi, balik ke yang tadi, kasih waktu yang lebih banyak*

aja sih. (Right. It really took much time. ... Over all, if you want to make a group work later, back to the previous topic, give them much more time.)

R: *Kalau bikin group lagi udah enggak, Peb. Soalnya ini akan dipake terus kalo nanti juga ada tugas kelompok misalnya siklus dua nanti. Lagian yang tadi aja ada yang gak dapet kelompok je entah gara-gara apa. Satu orang salah satu tadi emang kayaknya agak dijauhi sama temen-temennya.* (I think it won't. They will have the same group if there will be a group work later. Moreover, there were some of them who haven't got the group in this meeting and I'm not sure why that was. One of them seemed to be remotored by her friends.)

(Appendix, Interview transcript 4)

It can be stated that there was a gap between the students in their social interaction. This condition was a constraint the teaching and learning processes. However, this problem could be overcome by approaching the problem student personally. Another problem also occurred during the process of writing script. It can be seen from the following field note and quotation of interview transcript.

Pada pergantian jam, ada dua Ss yang meminta izin untuk mengikuti latihan lomba hadrah dan tidak dapat mengikuti pelajaran hingga jam pelajaran berakhir. R mengizinkan. Dua kelompok yang ditinggalkan oleh dua anggotanya mengalami kesulitan membuat skrip. R membantu kedua kelompok tersebut. Di akhir jam pelajaran, hanya ada 3 kelompok yang sudah selesai membuat skrip sedangkan 5 kelompok yang lain belum selesai. R menyuruh kelompok yang belum selesai untuk melanjutkan di rumah dan mengumpulkan pada pertemuan selanjutnya.

...

Ada S yang bermasalah dengan kelompoknya dan mengutarakannya pada C dan R setelah jam pelajaran melalui SMS. S tersebut adalah salah satu Ss yang tidak memiliki kelompok saat pembentukan kelompok. R memberikan motivasi kepada S tersebut untuk berbesar hati dan melakukan peran dalam kelompok sebaik-baiknya agar nilainya bagus. S tersebut mau menerima nasehat R.

In the transition to the second session, there were two Ss who asked for permission to leave the class to join the *hadrah* rehearsal and could not join the class until the end. The two groups who were left by them met some difficulties in writing the scripts. R helped both of the groups. At the end of the lesson, there were only three of the groups who had finished writing the script, whereas five of the rest could not finish their works. R asked the five groups to continue writing at home and to submit them in the next meeting.

...

There was S who had a problem with her group and conveyed it to C and R after the class end through a text message. She was one of the Ss who had not belonged to any groups when grouping formed. R gave her motivation to be patient and do the job as good as possible to get the maximum score. She was willing to do the advice.

(Appendix, Field note 6)

C : *Mmm..jadi ya itu, kemandirian dalam kelompok sudah ada. Hanya saja dalam beberapa kelompok yang lain itu bingung dengan pembagian kerja masing-masing. Mungkin ada yang dua orang sebagai penulis, yang dua orang lagi kebanyakan tidak berperan karena mereka mungkin juga merasa pembagian kelompok dari awal tidak direncanakan. Seperti yang tadi masih ada yang berjalan-jalan juga ada yang curhat juga tidak bisa berkoordinasi baik dengan kelompoknya.* (Mmm..so I told you, the autonomy of the groups has been establishing. However, there were some groups who were still confused on the job of each member. I found some groups in which there were two as the writers but the rest did nothing. I think it was so probably because they didn't plan on it yet. I observed that there were students moving around and there was also student who conveyed her feeling that she could not go along with the group.)

(Appendix, Interview transcript 5)

The process of writing script also impeded by the students' activity on certain competition which was held by the school in the middle of the lesson. It influenced the process of teaching and learning. The interpersonal problem of the students also hindered the group work. The problem had been overcome by giving the student motivating words.

(7) Asking the students to rehearse their lines before recorded by a camera

This action aimed at preparing the students' readiness before having a conversation in front of the camera. It was expected that rehearsing help the students memorizing their lines and training their pronunciation, intonation, and gestures in speaking. However, some of the students still made the mistake whereas some others had been using the correct pronunciation when speaking in

front of the camera. It can be seen from the following quotation of the interview transcript.

- C2 : ... Kalau dari performance speaking-nya eee ada yang masih istilahnya error-nya nggak bisa direvisi lagi. (... From the speaking performance, errr..there were still some errors occurred that could not be revised.)
- R : Contohnya? (For example?)
- C2 : Apa itu namanya..(What's it..)
- R : Pas pengucapan opo? (In what utterance?)
- C2 : Misalnya pas pengucapan “in” jadi “en”. “In Basen village” jadi “en Basen village.” Seperti itu kayaknya lebih pengaruh karena grogi jadi nggak bisa konsen. Dan itu diulang-ulang pun masih. (For example, in pronouncing /in/ became /en/. /in Basen 'vɪl.ɪdʒ/ became /en Basen vɪl.ɪdʒ/. That were likely influenced by their nervousness so that they were difficult to focus. And it had been repeated over and over again but it was still occurred.)
- R : ... Yang error itu berapa orang? (How many students made the error?)
- C2 : Dua. (Two.)
- R : Terus itu dugaanmu karena kamera grogi ngono? (So, you thought that the nervousness was caused by the presence of the camera?)
- C2 : Soalnya pas lagi latihan bisa. (I thought so as they did not make mistake when they was rehearsing.)

(Appendix, Interview 5)

From the interview transcript, there is a finding related to the presence of the camera. The collaborator assumed that the students pronounce incorrectly because of the nervousness towards the camera as they could pronounce correctly when rehearsing their lines before recorded by a camera. This finding would be taken into account in the following meeting.

- (8) Assigning the students to make their own videos based on their own script

This activity was the production stage of the video making project. It aimed at providing opportunity for all of the students to practice speaking using accessible technology. The process of video making project including writing their own scripts, rehearsing their lines, and making the video by themselves were expected to improve their speaking skills including pronunciation, intonation, gestures, and language in context. However, the process of making the video faced some problems as shown in the following field note and quotations of interview transcripts.

R masuk ke ruang kelas untuk menerangkan kegiatan yang akan dilakukan pada hari tersebut, yaitu merekam video yang pertama. R menanyakan kesiapan kelompok. Ada satu kelompok yang teks hasil revisinya hilang dan belum diketik. Ada dua kelompok yang anggotanya tidak lengkap karena tidak masuk sekolah. R dan ET bermusyawarah sebentar dan memutuskan bahwa kelompok-kelompok yang tidak mungkin untuk merekam video pada hari tersebut agar merekam di lain waktu dan harus sudah bisa ditayangkan hasilnya pada hari Rabu (pertemuan yang akan datang). (R came into the classroom to explain the activity of that day that was recording the first video. R asked their readiness. There was a group which lost their revised text and has not been typed yet. There were two groups which were not completed as their members were absent. R and ET had a short discussion and decided to allow the groups which might not be able to record the videos on that meeting to do it on the other occasion. Their videos had to be submitted on Wednesday, the following meeting.)

...

Ss ada yang masih lupa skenario sehingga perekaman ditunda untuk mereka berlatih lagi. (There were Ss who forgot the scenario so that the recording process for them had to be delayed for rehearsing once more.)

...

Pada saat perekaman yang terakhir, ada suara mesin dari luar yang mengganggu suara percakapan. (At the last recording session, there was a noisy machine which disturbed the conversation.)

...

Ss mengeluh karena suara mesin yang terdengar sangat mengganggu percakapan dalam video. Akibatnya, ada percakapan yang tidak terdengar. Ss berkata kepada R akan mengedit video terlebih dahulu agar hasil akhirnya bagus. Kelompok tersebut akan memotong bagian video yang terganggu suara mesin dan menggabungkan video yang telah diambil sebelumnya. (Ss complained because the noisy machine disturbed their voices. As a result, the conversation in the recording could not be heard. Ss said to R that they would edit the video to be attached to previous video recorded.)

...

Selanjutnya R meninjau kelompok yang berada di kantin. Ss di sana tidak berhasil merekam dengan baik karena diganggu oleh kakak-kakak kelas yang membeli makanan setelah berolahraga. (Then, R observed the groups at the school canteen. The Ss over there not successful in recording the video since they were bothered by their seniors who bought some snacks after joining sport.)

(Appendix, Field note 7)

R : *Mbak Listi, anda tadi kan mengawasi kelompok A dan kelompok B di kantin. Ada kendala apa?* (Mbak Listi, you've observed group A and B at the canteen. What are the constraints?)

C1 : *Eee..di kantin tu rame banget mbak, trus nggak efektif juga. Trus anak-anaknya tu nggak konsen, mereka pengen jajan terus. Trus aku bilang kalo buat properti silakan, tapi kalo nggak jangan.* (Eee..it was very noisy over there and was not effective as well. The students were not focus They wanted to snack. Then I told them if they bought the snack for the property, it's okay, if not so, it was not allowed.)

R : *... Terus menurut mbak Listi sebaiknya gimana?* (So what do you suggest?)

C1 : *... Menurut saya sebaiknya lokasinya pindah aja. ...* (In my opinion, it's better to find the other the setting.)

R : *... Apakah ada yang tidak bisa kerjasama atau semuanya bisa bekerjasama?* (Did they cooperate well?)

C1 : *Semuanya bisa bekerjasama.* (All of them cooperated well.)

R : *... Tadi mbak Febi mengawasi kelompok di kelas. Nah, bagaimana hasilnya?* (You've observed the groups in the classroom. How was the result?)

C2 : Kalau hasilnya, kalau dari segi performance bagus, cuma kelemahannya tu dari efek suara luar. ... Terus yang kedua itu, sebenarnya mereka sudah bisa bagus, cuma mungkin kelemahannya itu suaranya nggak bisa keras padahal suara sekitarnya itu sudah mengganggu. Nah, suaranya mereka pun nggak bisa keras dan sepertinya butuh bantuan kayak alat pengeras suara kalau mereka pengen bersuara lebih keras. Soalnya mereka bilang “ini suaranya udah paling keras, Mbak” begitu. ... Mereka dua kelompok itu berjalan dengan baik. (From their performance, it was good. However, there was an outside noise. ... Secondly, actually, they were well performed, but their voices couldn’t be louder. They need such a loudspeaker to make their voices louder. They told me that they’ve done maximally. ... Both groups cooperated well.)

...

R : Tadi yang di kelompok yang pada di perpustakaan itu bilang pada gagal total semua. Itu gimana, Bu? (The groups in the library told me that they totally failed. How was that, Ma’am?)

C3 : Eee...saya memang tidak seluruhnya nunggu karena kebetulan ada tamu. Sebetulnya waktu pertama saya ke sana sudah sempat merekam sampai dengan selesai cuma dia pengen punya cadangan. Ya sudah dicoba sekali lagi. Terus pas nyoba yang kedua ada salah satu anggotanya yang katanya yang memang kadang-kadang dateng mules, kayak mau muntah. Dan kebetulan tadi rasa mulesnya dateng. (Errr...I didn’t observe them from the beginning until the end because there was a guest. Actually, they have recorded at first, but they said that they wanted to have the copy. Then, they tried to record for the second times. In the second recording, there was a student who felt nausea and that occurred at that time.)

...

C3: ... Terus yang kedua, kemarin kan pada prakteknya pas hari H anak belum siap. Nah gimana kalau di siklus dua kita tambahi waktu di mana anak pada waktu itu disuruh berlatih. (Then, the second point, on the day of recording the video we noticed that the students were not ready yet. How about giving additional time in which they were asked to rehearse for the next cycle?)

R: Ya. Kan di siklus dua juga empat kali, Bu. Pengennya sih yang pertama ngasih materi baru tentang family, nah sekalian saja skrip nya tak suruh bikin PR saja. Pertemuan selanjutnya itu latihan conversationnya. Terus

pertemuan ketiganya ini, syuting. Terus pertemuan keempatnya show the video gitu. Jadi nanti bisa merevisi dialog mereka di tempat ya, Bu. (Yes. There will be four meetings in the next cycle as well. My plans were giving new material in the first meeting. The groupwork task of writing the script will be given as homework. The next meeting will be rehearsing their lines. The third meeting will be shooting process. Then the fourth will be showing the videos. So, the script can be revised in the classroom.)

C3: *Ya, bisa.* (Yes. It could be.)

(Appendix, Interview transcript 6)

There were several problems faced in the step of making the video. The problems came from external and internal factors. The first external factor was the noisy of a machine in the school yard which disturbed the sound of the video made near the yard. The second external factor was the senior students who laughed at the students who was making video in the canteen so that the voice of laughter disturbed the conversation. The internal factors were a student who felt nauseous when he got the turn to speak and the students who lost their lines in the middle of making the video. Those factors hindered the process of making video. Thus, some of the groups could not finish the project on that day. Regarding those constraints, there were suggestions from the collaborators to remove the setting and extend the time of submitting the result.

(9) Screening the result of video making project in the classroom

It aimed at providing feedback towards their speaking skills shown in their video. However, there were unexpected problems occurred on that day. The problems were shown in the following field note and quotation of interview transcript.

Ada tiga video yang belum dikumpulkan karena berbagai hal. Komputer induk di laboratorium bahasa juga tidak dapat dinyalakan sehingga kegiatan pembelajaran tidak dapat menggunakan perangkat komputer yang tersedia. R memutuskan untuk menunda penayangan dan penilaian video-video Ss. Sebagai gantinya, R menyampaikan materi baru yang rencananya akan disampaikan pada pertemuan yang akan datang untuk mengisi pertemuan hari itu. (There were three videos which have not been submitted because of several things. The main computer in the language laboratory did not work properly so that the teaching and learning processes could not make use of the available computer. R decided to delay screening and assessing the videos. Instead, R delivered a new material for the next meeting on that day.)

...

Ss meminta R untuk memutar video hasil rekaman yang telah dikumpulkan. R menyetujui karena masih ada sisa waktu. (Ss asked R to play the submitted videos. R agreed since there were several minutes to be used.)

...

Suara percakapan dalam video tidak jelas meskipun Ss sudah diam. Setelah video-video selesai ditayangkan, R memberikan feedback secara umum terhadap video-video yang sudah terkumpul. Semua percakapan dalam video tidak terdengar sehingga R tidak dapat memberikan feedback terhadap pronunciation, intonation, serta language functions dalam percakapan. Namun, R dan ET setuju bahwa Ss sudah terlihat berani untuk praktek percakapan dalam Bahasa Inggris di lingkungan sekolah. Mempertimbangkan hasil video yang tidak dapat terdengar jelas di seluruh kelas, R berencana akan menyiapkan mic untuk dipakai Ss saat melakukan perekaman yang akan datang. (The sound of the conversation in the video was not clear though Ss kept silent. After screening the videos, R could not give feedback towards their pronunciation, intonation, and language functions used in the conversation. Nevertheless, R and ET agreed that Ss seemed braver to practice speaking in English in school environment. Considering the results of the video which could not be heard throughout the classroom, R made a plan to prepare a microphone to be used in the next recording.)

(Appendix, Field note 8)

R : *Kalau tentang hasil video mereka menurutmu gimana?* (What do you think about the video resulted?)

C2 : *Nggak bisa terlalu dikomentarin soalnya emang dari segi suara sih ya. Harusnya lebih komentar ke pronunciation dan intonation gitu ya. Mungkin ekspresi muka yang bisa kelihatan.* (They could not be commented much as the sound was the matter. It should be commented on their pronunciation and intonation, right? I think it's just their facial expression that can be seen.)

R : *Nek menurutmu?* (Then what do you think)

C2 : *Kebanyakan karena mereka berhadap-hadapan jadi ekspresi muka nggak begitu kelihatan. Body language mereka juga nggak begitu bisa dilihat. Cuma yang bisa diapresiasi itu keberanian mereka buat ngomong sama antusiasme mereka buat belajar seperti yang kemaren itu dari proses latihannya sampai harus ng-arrange ini harus ke mana, posisinya kamu kayak gini, itu lho yang menurut saya bagus. Soalnya proses kreatifnya udah mulai jalan. Nggak perlu guru yang harus nglakuin dan mereka bisa nglakuin sendiri.* (Most of them spoke face to face so that their facial expressions were not really shown. Their body language were not shown as well. The positive things that could be appreciated were their brave to speak up and their enthusiasm in learning such like during the process of practicing, rehearsing, and arranging anything. Those were good points since their creative process began starting.)

...

R : *Kalau menurut Ibu peningkatan speakingnya sudah ada belum, Bu?* (Do you think that the students' speaking skills have been increasing?)

C3 : *Saya melihatnya dari keberaniannya sih.* (I saw from their braveness, indeed.)

R : *Gimana Bu?* (How was that, Ma'am?)

C3 : *Yang saya lihat tadi waktu merekam di perpustakaan, kan mereka jadi nggak lihat ada orang atau tidak, ternyata dia berani. Bahkan saya sempat memberi tepuk tangan untuk memberi motivasi. Lepas dari dia pengucapannya sudah benar apa belum, intonasi tepat apa belum. Tapi melihat mereka berani ngomong bahasa Inggris di situasi nyata itu menurut saya sudah peningkatan.* (I noticed that they did not problem with the presence of people around them when recording the video. I found that they just brave. Even I gave them applause to motivate them. Despite their lack of accuracy in pronunciation and intonation, I saw them brave to speak in English in a real situation. I think that is a progress.)

R : *Berarti bisa dikatakan kepercayaan dirinya sudah meningkat ya, Bu?* (Can we say that their self confidence had been increased?)

C3 : *Iya, sudah mending.* (Yes, it's better than the previous.)

(Appendix, Interview transcript 6)

The problems found were on the students' discipline in submitting the videos and the quality of the sound in the video resulted. The teacher reminded

that the English teacher assessed this project as their additional scores in English subject. The students were noticed about it before. Most of the video could not be heard throughout the classroom so that the teacher could not give any feedback on speaking aspects such as fluency, accuracy on pronunciation and grammar, vocabulary, and language functions. The teacher just gave feedback on their gestures as well as facial expressions in speaking and teamwork. This finding shows that the students' discipline in doing the project needed to be increased in the next meeting. The teacher also needed to provide supporting equipment to make the sound of the video clear and audible in the process of making the video.

Despite those occurred problems, the students seemed to get autonomy in carrying out the project. This is an additional finding which can be stated as a progress of learning as well. All of the students could cooperate well in this project. The students' self-confidence was also increased by practicing speaking in front of a camera in school environment.

(10) Making use of language laboratory, regular classroom, and the other places in the school environment in teaching and learning processes

One of the field problems found was dealing with the classroom formation which was not conducive to hold various activities. The aim of this action was to provide the conducive setting as well as to optimize the potential of school environment in video making project. The four meetings in cycle one used the different places based on the necessity of each activity. However, there were some problems occurred in using the different places in the teaching and learning processes as shown in the following quotation of interview transcript.

- R : *Mbak Listi, anda tadi kan mengawasi kelompok A dan kelompok B di kantin. Ada kendala apa?* (Mbak Listi, you've observed the group A and B at the canteen. What are the constraints?)
- C1 : *Eee..di kantin tu rame banget mbak, trus nggak efektif juga. Trus anak-anaknya tu nggak konsen, mereka pengen jajan terus. Trus aku bilang kalo buat properti silakan, tapi kalo nggak jangan.* (Eee..it was very noisy over there and was not effective as well. The students were not focus. They wanted to snack. Then I told them if they bought the snack for the property, it's okay, if not so, it was not allowed.)
- R : *... Terus menurut mbak Listi sebaiknya gimana?* (So what do you suggest?)
- C1 : *... Menurut saya sebaiknya lokasinya pindah aja. ...* (In my opinion, it's better to find the other the setting.)
- ...
- R : *... Terus untuk yang selanjutnya bagaimana, Bu? Soalnya untuk yang setting di ruang kelas juga terganggu sama suara kelas lain. Kalau bicara keras-keras kan juga ganggu kelas lain.* (Then, what about the next plan, Ma'am? It was problem for making use of classroom since it also was disturbed by the noise of other classrooms. To speak in loud voice will disturb the other class as well.)
- C3 : *Ya berarti kayak rencana semula aja, di lab terus pintu ditutup. yang lain di luar, yang ke lab yang syuting aja.* (Well, how about using the previous plan? We use the language laboratory. Here, the students who get the turn will perform and will be recorded. Whereas the others wait for the turn outside the room.)

(Appendix, Interview transcript 6)

The collaborators suggested to find the other setting of recording the video since it was found several problems to be held outside the classroom as has been mentioned previously. Based on the discussion between the teacher and the collaborators, the teacher decided to use one place to record the videos in order to reduce the external problems. The language laboratory was chosen since the room

was away from the regular classrooms that could minimize outside noise. This finding shows that the use of different places in school areas should be considered later regarding the external problems occurred unexpectedly.

(11) Preparing the other devices to support the teaching and learning processes

One of the field problems found was dealing with the technical problems related to the use of electronic devices in classroom activity. An action to solve the problem was preparing the other devices such as a laptop and LCD to support the teaching and learning processes. This preparation was successful when a technical problem occurred suddenly as shown in the following field note and quotation of interview transcript.

Komputer induk di laboratorium bahasa juga tidak dapat dinyalakan sehingga kegiatan pembelajaran tidak dapat menggunakan perangkat komputer yang tersedia. R memutuskan untuk menunda penayangan dan penilaian video-video Ss. Sebagai gantinya, R menyampaikan materi baru yang rencananya akan disampaikan pada pertemuan yang akan datang untuk mengisi pertemuan hari itu. Karena materi yang akan disampaikan membutuhkan perangkat untuk menayangkan video, ET membantu R untuk memasang LCD dan laptop.

The main computer in the language laboratory could not be turned on so that the teaching and learning processes could not make use the computer. R decided to delay the screening and assessing the videos resulted. Instead, R delivered new material for the next meeting. Because the material intended to be delivered needed devices to show the video, ET helped R to install an LCD and laptop.)

(Appendix, Field note 8)

R : ... *Tadi mbak Febi mengawasi kelompok di kelas. Nah, bagaimana hasilnya?* (You've observed the groups in the classroom. How was the result?)

C2 : *Kalau hasilnya, kalau dari segi performance bagus, cuma kelemahannya tu dari efek suara luar. ... Trus yang kedua itu, sebenarnya mereka sudah bisa bagus, cuma mungkin kelemahannya itu suaranya nggak bisa keras padahal suara sekitarnya itu sudah mengganggu. Nah, suaranya mereka pun nggak bisa keras dan sepertinya butuh bantuan kayak alat pengeras*

suara kalau mereka pengen bersuara lebih keras. Soalnya mereka bilang “ini suaranya udah paling keras, Mbak” begitu. ... Mereka dua kelompok itu berjalan dengan baik. (From their performance, it was good. However, there was an outside sound effect. ... Secondly, actually, they were performed well, but their voices couldn’t be louder. They need such a loudspeaker to make their voices louder. They told me that they’ve done maximally. ... Both groups cooperated well.)

(Appendix, Interview transcript 6)

In the process of making videos, the students faced problem on the outside noise which impeded their recording. The sounds were interfered by the noisy machine. Thus, the videos could not be heard while the teacher screened them. This finding would be solved by providing a microphone to be used when the students recording the videos.

2. The report of cycle II

a) Planning II

Cycle II was conducted as a follow-up to the first cycle. There were some successful and unsuccessful actions in cycle I. In the second cycle the successful actions would be maintained and even improved. While the unsuccessful actions in cycle I would be repaired. The plans for the second cycle were based on the reflection in the first cycle. Those plans were as follows.

1) Designing actions in the teaching and learning processes

Based on the successful and unsuccessful findings in the first cycle, some actions were decided to be implemented to repair the unsuccessful actions. The following table shows the actions planned in cycle II.

Table 7. The Relationship between the Problems Found in Cycle I and the Actions

No.	Problems Found in Cycle I	Actions
1.	The female students were less active than the male students were in spoken exercises.	<ul style="list-style-type: none"> Seeking the female students' reason about their reluctance in spoken exercises and encouraging them to perform speaking in front of the class
2.	The students still spoke in soft voice when practicing speaking which caused the other students got noisy.	<ul style="list-style-type: none"> Providing a microphone in practicing speaking
3.	The process of doing groupwork task was impeded by the absence of some students in the class.	<ul style="list-style-type: none"> Assigning homework to complete the groupwork task i.e. writing the script
4.	Some of the students still made the mistake in pronunciation when speaking in front of the camera.	<ul style="list-style-type: none"> Seeking the students about their feelings dealing with the presence of the camera and suggesting them to rehearse using camera
5.	Unexpected factors i.e. the noisy machine and the laughter occurred in the process of making videos influenced to the quality of the results.	<ul style="list-style-type: none"> Using language laboratory as the setting of recording the videos Providing a microphone to support the sound quality of the videos
6.	The students' indiscipline in doing the project hindered the teaching and learning processes.	<ul style="list-style-type: none"> Warning the students about the consequence of late submission

2) Selecting teaching technique

The PPP (Presentation, Practice, Production) technique was still selected in the teaching and learning processes since the technique was proven as suitable

with the video making project. It consisted of three steps. The first step was presentation. In this step, the materials were presented by playing videos and presenting the others through explaining the handouts. The second step was practice which was divided into guided and semi-guided practice. In the guided practice, the students filled the blank spaces in the transcript to the correct sentences provided which containing language functions that had been learnt. Then, the answers were discussed together. After discussing the answers, they were asked to pronounce the words and sentences as modeled in the video. They also performed the dialogue presented in the video in pairs. Next, in semi-guided practice, the students worked with their previous groups to write their own scripts based on the theme given by the teacher. Since the students found difficulties when writing the scripts in the classroom, the task was assigned as homework. The scripts were consulted to the teacher to be revised. They were given one meeting to rehearse their lines. The last step was production. In this step, the students acted out their scripts and recorded with a digital camera or a handy cam. The same technicality of the previous video making project was still used.

3) Making lesson plans

After the actions had been designed, the lesson plans were made as the guidance in conducting the teaching and learning processes. There was one lesson plan in this cycle. The teaching and learning scenario is shown in this following table.

Table 8. **The Teaching and Learning Scenario in Cycle II**

Teacher's activities	Students' activities
<p>Opening activities:</p> <ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher checks whether the students are ready for the lesson or not. 3. The teacher and students have a prayer. 4. Teacher checks students' attendance and asks the students' condition 5. Teacher asks some questions related to today's lesson. 6. Teacher asks the topic of the lesson. 7. Teacher states the learning objective. 	<p>Opening activities:</p> <ol style="list-style-type: none"> 1. Students greets teacher. 2. Students answer the teacher's question. 3. The teacher and students have a prayer. 4. Students answer teacher's questions. 5. Students answer teacher's questions related to today's lesson. 6. Students guess the topic of the lesson. 7. Students pay attention to the learning objective.
<p>Main activities:</p> <p><i>Presentation</i></p> <ol style="list-style-type: none"> 1. Teacher distributes handouts to students. 2. Teacher explains the materials in the handout. 3. Teacher plays a video related to the topic. 4. Teacher explains materials in the video. 	<p>Main activities:</p> <p><i>Presentation</i></p> <ol style="list-style-type: none"> 1. Students receive handout. 2. Students pay attention to the teacher's explanation about the materials in the handout. 3. Students watch a video related to the topic. 4. Students pay attention to the teacher's explanation about the materials in the video.

(continued)

(continued)

<p><i>Guided practice</i></p> <ol style="list-style-type: none"> 1. Teacher asked students to fill the blank spaces in the dialogue transcript to the correct language functions provided. 2. Teacher asks questions related to the video orally. 3. Teacher asks students to identify language functions found in the video. 4. Teacher asks students to pronounce words and sentences in the video. 5. Teacher asks students to act out dialogue in the video in front of the class in pairs. <p><i>Semi-guided practice</i></p> <ol style="list-style-type: none"> 1. Teacher asks students to write a script based on the given topic in groups. 2. Teacher monitors the groups by giving comments, suggestions, and offering helps. 3. Teacher asks students to practice their lines based on their own script. 	<p><i>Guided practice</i></p> <ol style="list-style-type: none"> 1. Students match the blank spaces in the dialogue transcript to the correct language functions provided. 2. Students answer questions related to the video orally. 3. Students identify language functions found in the video. 4. Students pronounce words and sentences in the video. 5. Students act out dialogue in the video in front of the class in pairs. <p><i>Semi-guided practice</i></p> <ol style="list-style-type: none"> 1. Students write a script based on the given topic in groups. 2. Students ask for the teacher's help. 3. Students practice their lines based on their own script
<p><i>Production</i></p> <ol style="list-style-type: none"> 1. Teacher asks the students to make a video based on their own script. 2. Teacher monitors the groups by giving comments, suggestions, and offering helps. <p><i>Post production</i></p> <ol style="list-style-type: none"> 1. Teacher plays the student-produced videos. 2. Teacher gives feedback. 	<p><i>Production</i></p> <ol style="list-style-type: none"> 1. Students make a video based on their own script. 2. Students ask for the teacher's help. <p><i>Post production</i></p> <ol style="list-style-type: none"> 1. Students watch their videos. 2. Teacher and students give feedback.
<p><i>Closing</i></p> <ol style="list-style-type: none"> 1. Teacher summarizes the lesson. 2. Teacher has a reflection. 3. Teacher closes the lesson. 	<p><i>Closing</i></p> <ol style="list-style-type: none"> 1. Students summarize the lesson. 2. Students have a reflection. 3. Students respond to teacher's leave taking

b) Actions and Observations of Cycle 1I

The actions in cycle II were carried out on October 31st, November 2nd, and November 7th, 2012. The schedule of cycle II is presented in this table below.

Table 9. **The Schedule of Cycle II**

Dates	Activities	Description
October 31 st , 2012	First meeting	<ul style="list-style-type: none"> • Reviewing previous material • Giving semi-guided practice (writing a script and rehearsing lines)
November 2 nd , 2012	Second meeting	<ul style="list-style-type: none"> • Making the video
November 9 th , 2012	Third meeting	<ul style="list-style-type: none"> • Showing the videos resulted • Giving feedback on the videos resulted

The data in the second cycle were collected in the form of field notes, interview transcripts, and photographs. Further descriptions of each meeting are presented below.

(1) The first meeting of cycle II

The first meeting of cycle II was conducted on Wednesday, October 31st, 2012. Actually, this meeting had been planned to be conducted on October 26th but it had to be delayed because of the moment of Eid ul Adha. Thus, the first meeting of the second cycle had to be conducted one week later.

The allocated time was 80 minutes. The teaching and learning processes were held in audiovisual room. It had been planned that the material would be given in the first meeting in each cycle. However, the materials were given in the first and fourth meeting of the first cycle because the researcher had to choose the

alternative plan when the intended plan could not work as expected. It can be seen from the following field note that an unexpected condition occurred in the fourth meeting, thus the plan needed to be replaced.

R menyampaikan kegiatan pembelajaran yang akan dilakukan, yaitu menayangkan video hasil rekaman dan memberikan penilaian serta feedback terhadap rekaman-rekaman video Ss. Ada tiga video yang belum dikumpulkan karena berbagai hal. Komputer induk di laboratorium bahasa juga tidak dapat dinyalakan sehingga kegiatan pembelajaran tidak dapat menggunakan perangkat komputer yang tersedia. R memutuskan untuk menunda penayangan dan penilaian video-video Ss. Sebagai gantinya, R menyampaikan materi baru yang rencananya akan disampaikan pada pertemuan yang akan datang untuk mengisi pertemuan hari itu.

(R stated the activity of that day which was screening the videos resulted in the project and giving feedback on them. There were three videos which had not submitted yet due to several reasons. The main computer in the language laboratory could not be turned on as well, so that the teaching and learning processes impeded. R decided to delay the plan and replaced the activity by conveying new material for the following meeting instead.)

(Appendix, Field note 8)

Because of that condition, the activities of presenting material and giving practices for the fifth meeting had been delivered in the fourth meeting. This alternative plan has been considered by the teacher and collaborator in case of an unexpected problem occurred. This activity not hamper the process of conducting the actions significantly. A discussion of the plans for cycle II had been conducted when reflecting the actions in cycle I. The following is the quotation of interview transcript.

C3: ... Terus yang kedua, kemarin kan pada prakteknya pas hari H anak belum siap. Nah gimana kalau di siklus dua kita tambah waktu di mana anak pada waktu itu disuruh berlatih. (Then, the second point, on the day of recording the video we noticed that the students were not ready yet. How about giving additional time in which they were asked to rehearse for the next cycle?)

R: *Ya. Kan di siklus dua juga empat kali, Bu. Pengennya sih yang pertama ngasih materi baru tentang family, nah sekalian saja skrip nya tak suruh bikin PR saja. Pertemuan selanjutnya itu latihan conversationnya. Terus pertemuan ketiganya ini, syuting. Terus pertemuan keempatnya show the video gitu. Jadi nanti bisa merevisi dialog mereka di tempat ya, Bu.* (Yes. There will be four meetings in the next cycle as well. My plans were giving new material in the first meeting. The groupwork task of writing the script will be given as a homework. The next meeting will be rehearsing their lines. The third meeting will be the shooting process. Then the fourth will be showing the videos. So, the script can be revised in the classroom.)

C3: *Ya, bisa.* (Yes. It could be.)

(Appendix, Interview transcript 6)

The discussion decided a plan of conducting the second cycle. The teacher was intended to deliver the new material in the first meeting but it had been realized in the last meeting of the previous cycle because the students' videos were not submitted yet so that they could not be showed at that time. Therefore, the activity of first meeting of the second cycle was continuing the previous activity, that was consulting the students' scripts to the teacher and rehearsing the revised lines. However, there were some groups which had not written their script yet whereas the teacher had told them to finish their script at home in the previous meeting and had reminded them on the task through text messages. Then, the teacher decided to give them additional time to finish their script on that day. The teacher also warned them about the consequence of late submission.

In this process, the teacher monitored the groupwork by checking the progress and offering help and suggestion on their works. The groups which had finished the task were asked to rehearse their lines. The representatives of each group were asked to take a lottery containing the turn of recording videos in the

next meeting. In the end of the meeting, the teacher reminded them to prepare their cameras and memorize their conversation.

In this occasion, the teacher had reflection on the process of making videos in the first cycle. There was a student who felt nausea when he got the turn to perform as reported by one of the collaborators. Then, he was asked by the teacher about it. After the teacher got the answer that he felt nervous to perform in front of the camera, the student was suggested to rehearse his lines using the camera in order to decrease his problem on the existence of camera. The teacher also asked the female students about their feelings in the spoken exercises in the previous meeting. The female students said that they were shy to speak in front of the class. They did not state further reason when the teacher asked further about it.

(2) The second meeting of cycle II

The second meeting of cycle II was conducted on Friday, November 2nd, 2012. The allocated time was 80 minutes. The teacher and the collaborator had planned to conduct the activity on that day in language laboratory. The students were asked to prepare themselves before recording their performances using camera. The two groups who got the turn for the first and second were asked to stay in the language laboratory while the rest were asked to wait for their turn outside the room. The teacher and the collaborators stayed in the language laboratory to monitor the process of making video.

In the process of recording the video, a microphone was used to make the students' voices louder in the recording. Most of the students have not memorized

their lines and scenarios so that the process of making video was hampered. The students asked several minutes to rehearse their lines before recording by the camera. Because of that condition, there were only three groups which had recorded their performances on that day. The rest could not finish recording their performances on that day. The teacher gave them additional time to finish recording their performances and told them to submit the results in the following meeting.

(3) The third meeting of cycle II

The second meeting of cycle II was conducted on Friday, November 9th, 2012. The allocated time was 80 minutes. All of the video resulted from the first and second cycle were showed in this meeting. The teacher gave feedback on the students' speaking skills, teamwork, and creativity. The teacher also invited the students to give feedback on the videos showed in that occasion. The sound quality in the second videos and the students' performance in the second video were better than the previous. The sound of the second videos was more audible than the previous videos. Moreover, the students' performance particularly on their facial expressions and gestures were more natural than the previous videos. The teacher appreciated their confidence and thanked for their cooperation in carrying out the video making project.

c) Reflection II

The three meetings in the second cycle included actions designed by the researcher to solve the occurred problems found in the first cycle. There were successful and unsuccessful actions too during the actions implemented in the second cycle. The following is presented the reflection of implementing those actions in cycle II.

- (1) Asking the female students about their reluctance in spoken exercises and encouraging the female students to perform speaking in front of the class

The teacher had asked some female students to know their reasons of being reluctant when they were asked to practice in front of the class. It can be seen from this following field note.

R berkesempatan untuk bertanya kepada Ss perempuan yang pada pertemuan sebelumnya tidak mau maju mempraktekkan percakapan. Saat ditanya oleh R alasan mengapa tidak mau mempraktekkan, Ss tersebut hanya tersenyum. R menanyakan pertanyaan yang sama kepada beberapa Ss perempuan lain dan mereka menjawab kalau mereka malu. Saat ditanya lebih lanjut, mereka tidak menjelaskan lebih lanjut alasannya.

R got an opportunity to ask some female Ss who were not willing to practice speaking in front of the class in the previous meeting. When they were asked about the reasons, they just smiled. R asked the same question to the other female Ss and got the answer that they were too shy. When they were asked further, they did not explain the reason further.

(Appendix, Field note 9)

From this finding, it can be concluded that the efforts that had been done not significantly improved the willingness to speak towards the female students. Some efforts to make the female students as active as the boys should be increased. Due to the time limitation of the study, this condition could not be improved at once.

(2) Providing a microphone in practicing speaking

This action aimed at supporting the speaking practice when the students performed in front of the class. However, there was a problem on the fourth meeting in which the action was intended to do. It can be seen from the following field note.

R menyampaikan kegiatan pembelajaran yang akan dilakukan, yaitu menayangkan video hasil rekaman dan memberikan penilaian serta feedback terhadap rekaman-rekaman video Ss. Ada tiga video yang belum dikumpulkan karena berbagai hal. Komputer induk di laboratorium bahasa juga tidak dapat dinyalakan sehingga kegiatan pembelajaran tidak dapat menggunakan perangkat komputer yang tersedia. R memutuskan untuk menunda penayangan dan penilaian video-video Ss. Sebagai gantinya, R menyampaikan materi baru yang rencananya akan disampaikan pada pertemuan yang akan datang untuk mengisi pertemuan hari itu.

(R shared her plan to show the videos resulted in the project and giving feedback on them. There were three videos which have not been submitted yet due to several reasons. The main computer in the language laboratory could not be turned on as well, so that the teaching and learning processes hampered. R decided to delay the plan and replaced the activity by conveying new material for the following meeting instead.)

(Appendix, Field note 8)

Because of that condition, the activities of presenting material and giving practices for the fifth meeting had been delivered in the fourth meeting. Thus, the teacher did not have enough time to ask for permission to use the school microphone at that time as well as installed it in the classroom. This action failed to be implemented due to the unexpected problem occurred on that day.

(3) Assigning homework to complete the groupwork task

This action was designed to save time in the second cycle in order to complete the project on time and to solve the problem caused by the absence of some students. The process of writing the script was decided to be assigned as a homework since it needed longer time to be completed and revised before it could be used in rehearsing. The process of video making project which selected as homework was writing the script. Although the task had been assigned as homework, some of the students still could not finish the groupwork task on time. It can be seen from the following field note and quotation of interview transcript.

Hanya ada tiga kelompok yang sudah memulai menulis draft sedangkan lima kelompok lainnya belum membuat sama sekali. R memberi waktu Ss untuk mengerjakan skrip percakapan bersama dengan kelompok masing-masing.

There were only three groups which have been writing the draft while the five others had not written the draft yet. R gave extended time to Ss to write the conversation script in groups.

(Appendix, Field note 9)

R menyampaikan rencana kegiatan pada hari tersebut, yaitu menayangkan semua video dari siklus pertama dan kedua. ... Hanya ada dua kelompok dari Ss perempuan yang telah mengumpulkan kepada ET.

R shared her plan to show all of the videos from the first and second cycle. ... There were only two groups of female Ss submitted to the ET.

(Appendix, Field note 11)

R : ... *Dalam waktu kita yang hanya satu bulan lebih sedikit ini menurut Ibu cukup tidak untuk menyampaikan materi sekaligus menyelesaikan proyek video making ini?* (Do you think the time i.e. around one and a half month was sufficient to deliver the material and accomplish this video making project?)

ET : *Kalau melihat dari waktunya sepertinya memang terlalu terburu-buru untuk melakukan pembelajaran dengan metode tersebut.* (Based on the limited time, it seemed too quick to hold the teaching and learning processes using the method.)

(Appendix, Interview transcript 9)

From the field notes and the quotation of interview transcript, it can be concluded that the process of accomplishing the video making project required much more time to attain the expected result. The process of writing the script and recording the videos could not be accomplished in one meeting for those activities. The additional time had been given to finish them but it was not sufficient though. In addition, the students could not manage the additional time to accomplish the activities. This finding shows that the video making project requires long time allocation.

- (4) Asking the problem student about his feeling dealing with the presence of the camera and suggesting him to rehearse using camera

In a reflective dialogue towards the process of video making in the previous cycle, the collaborator reported that there was one student felt nauseous when he got the turn to speak based on the scenario. It can be seen by the following quotation of interview transcript.

R : ... *Trus pas nyoba yang kedua ada salah satu anggotanya yang katanya yang memang kadang-kadang dateng mules, kayak mau muntah. Dan kebetulan tadi rasa mulesnya dateng, jadi semuanya jadi agak kacau. (... Then when they tried for the second time, the attack happened to one of the group members who sometimes feel nauseous. Thus, all the things left in trouble.)*

(Appendix, Interview transcript 6)

Then, the teacher asked him when checking the progress of writing the second script. It can be seen from the following field note.

R menghampiri S yang memiliki masalah terhadap keberadaan kamera. S tersebut membenarkan bahwa dia merasa mual jika sedang grogi. R memberi saran agar dia berlatih menggunakan kamera lebih sering sebelum direkam.

R came close to S who had a problem dealing with the presence of the camera. S said that it was right if he felt nausea when he was nervous. R suggested him to rehearse using camera frequently before recorded.

(Appendix, Field note 9)

The teacher suggested him to rehearse using a camera before recorded to reduce his nervousness towards the camera. The student could overcome his problem in the second video making. All of the students increased in their confidence as they were not nervous to practice speaking the post test stage. It was proved by the following field note.

ET menilai bahwa kemampuan speaking Ss sudah meningkat meskipun ada beberapa Ss yang masih rendah kemampuannya. Namun, semua Ss meningkat kepercayaan dirinya dengan tidak terlihat grogi untuk mempraktekkan speaking hingga tahap post test.

ET judged that Ss speaking skills had been increasing even though some of them still had low abilities. However, all Ss increased in their confidence by were not nervous to practice speaking until the post test stage.

(Appendix, Field note 11)

The finding show that the nervousness of existence of the camera could be overcome by frequent practice in front of the camera. It can be stated that camera did not inhibit the students to practice speaking confidently any longer. It was a successful finding which correlated to the self-confidence aspect in speaking.

(5) Using language laboratory as the setting of recording the videos

The previous cycle took different places in the school area as the setting of recording the video. However, it faced some troubles dealing with the noisy which interfered the sound of the students' videos. Therefore, the teacher decided to use the language laboratory. The place was considered as the best setting because it

was located away from the yard. By using this room, the sound was captured well by the camera and handy cam. It can be seen from the following quotation interview transcript.

C : ... *Tadi aku denger salah satu hasil rekaman kelompok udah kedengaran jelas dari kamera. Terus penggunaan ruangan ini juga ide bagus soalnya kalo di luar banyak kendala to?* (I've listened to one of the results. It was clearly audible when played on the camera. The use of this room was a good idea as the use of outdoor places faced many constraints.)

(Appendix, Interview transcript 8)

From the quotation above, it can be stated that the process of making audible videos required a quiet place. The language laboratory in the school was a good spot to record the video as the sound of the video was captured well. It was a successful result related to the process of making the video.

(6) Providing a microphone to support the sound quality of the videos

This effort aimed to support the sound quality of the videos. The teacher told the school officer to lend a microphone to be used in English class. The microphone was installed and worked well during the process of recording the video. By using the microphone, the sound of the video was better than the previous result. It can be seen from the following field note and quotation of interview transcript.

Suara percakapan dalam video terdengar lebih jelas dan akting Ss dalam video lebih bagus dibandingkan dengan yang sebelumnya. Ss melihat tayangan video dengan antusias.

The sound of the conversation in the video was clearer and Ss performances in the video was better than the previous one. Ss watched the screened videos enthusiastically.

(Appendix, Field note 12)

C : ... *Cuma ini dengan menggunakan mic itu sudah ide bagus. Tadi aku denger salah satu hasil rekaman kelompok udah kedengaran jelas dari kamera.* (It was better by using the mic. I've listened to one of the recordings and it was clearly audible when played on the camera.)

(Appendix, Interview transcript 8)

In the previous section of showing the video, the sound could not be heard so that the teacher could not give feedback on their conversations. In the second section of showing the video, the students could hear the sound of their videos throughout the classroom. It can be stated that this action was successful to solve the problem dealing with the sound quality of the video.

(7) Warning the students about the consequence of late submission

In the first meeting, many of the groups did not submit the videos on time. It had impeded the series of video making project. It can be seen from the following field notes.

Ada tiga video yang belum dikumpulkan karena berbagai hal. ... R memutuskan untuk menunda penayangan dan penilaian video-video Ss.

There were three videos which have not submitted yet due to several reasons. ... R decided to delay screening and assessing the videos.

(Appendix, Field note 8)

Hanya ada dua kelompok dari Ss perempuan yang telah mengumpulkan kepada ET. R menegaskan bahwa semua kelompok harus sudah selesai menyelesaikan video kedua dan mengumpulkannya pada pertemuan selanjutnya. R berkata akan mengurangi nilai dari video-video yang terlambat dikumpulkan.

There were only two groups from female Ss which had submitted their videos to ET. R explained that all of the groups had to finish the video and submit in the

next meeting. R said that she would decrease the scores of the late submitted videos

(Appendix, Field note 11)

The teacher had warned the students about decreasing scores for the late submitted videos on the meeting which had been intended to screen all of the videos produced in the previous meeting. This action was necessary to do since the students' indiscipline during the project had hindered the series of video making project within the time planned. In the last meeting, all of the videos were submitted as showed in the following field note.

Kegiatan yang dilakukan pada hari tersebut adalah menayangkan seluruh video yang belum ditayangkan dari keseluruhan siklus yang dilaksanakan. Semua kelompok mengumpulkan videonya pada hari itu.

The activity of that day was showing all of the videos which had not been screened. All of the groups submitted their videos on that day.

(Appendix, Field note 12)

The finding shows that the students needed to be notified about the consequence of their indiscipline in accomplishing the project. Their character was built through this project at the same time. It was a successful result related to the teamwork success in accomplishing a groupwork.

C. Discussion

There are several outcome indicators formulated as the indicators of success in this study. The outcomes in this study were drawn from the findings in the two-cycle research. The following was presented the discussion of the outcome indicators.

- g) The students understood how to use language functions related to asking and giving information.

After implementing video making project in speaking lesson, two students of VII B and the English teacher were interviewed to seek their opinions towards the students' understanding on the material which was language functions of asking and giving information. One of them achieved high score in the post test whereas another student achieved low score in the test. The English teacher was interviewed after conducting the post test. The following were the quotations of interview transcripts with the students and the English teacher.

R : ... *Berarti untuk asking for and giving information ini sudah mencapai kompetensi yang harus dimiliki belum, Bu?* (Had they reached the required competence related to asking for and giving information?)

ET : *Kalau seputar materi dalam arti asking for and giving information-nya tentang family dan personal identity itu saya kira sudah memadai.* (Related to the competence on asking for and giving information material about personal identity and family, I think they had reached the competence satisfactorily.)

(Appendix, Interview transcript 9)

R : *Kemarin kan ada banyak ekspresi tentang asking for and giving information, apakah dengan video kemarin kamu jadi tahu cara untuk menggunakan asking for and giving information yang ini gimana sih?* (There were many expressions on asking for and giving information. By learning them through the video, do you think that you're able to use the language functions appropriately?)

S1 : *Iya.* (Yes, I do.)

...

R : *Apakah juga sudah bisa cara menggunakan asking for and giving information dengan benar?* (Have you been able to use the language functions on asking for and giving information appropriately?)

S1 : *Sudah.* (Yes, I have.)

(Appendix, Interview transcript 10)

R : *Apakah kamu juga lebih paham caranya bertanya nama orang, apakah kamu sudah lebih bisa?* (Do you think that you understand and were able to ask someone's name?)

S2 : Iya. (Yes, I have.)

(Appendix, Interview transcript 11)

From those quotations of the interview transcript, the students felt that they understood and were able to use the language functions correctly and appropriately. The English teacher also agreed about that. It can be stated that implementing video making project in speaking lesson could improve the students' ability in using the language functions appropriately.

h) The students were able to act in role-plays with good speaking ability.

The students acted in role-plays in performing their speaking skills in their videos as well as in the pre test and post test. The English teacher as the collaborator in this study was interviewed to seek her opinion towards the students' acting. The quotation of interview transcript below shows that the students were able to act in role-plays with good speaking ability, particularly in their improvement on self-confidence and expression.

ET : *Kalau melihat dari waktunya sepertinya memang terlalu terburu-buru untuk melakukan pembelajaran dengan metode tersebut. Tapi paling tidak saya melihat pada post test nya paling tidak pada peningkatan kepercayaan diri siswa sama ekspresinya.* (By considering the time of the study, it seemed we're in hurry to do the teaching and learning processes using this method. At least, I saw the improvements in the post test on the students' self-confidence and expression.)

(Appendix, Interview transcript 9)

i) The students understood the technicality in video making project.

The technicality in video making project was conveyed in the second meeting in which the process of video making project was began. The teacher had a reflective dialogue after conducting the second meeting. The following is a quotation of the interview transcript with the collaborator.

C : *Untuk pemberian instruksi sudah bagus karena siswa dapat melakukan tugas sesuai dengan instruksi.* (In giving instruction, it was good enough since the students were able to do the tasks based on the instruction.)

(Appendix, Interview transcript 5)

From the quotation above, the collaborator assessed that the students were able to carry out the tasks as what has been instructed by the teacher. The instruction was clear enough to be understood so that the students were able to carry out the tasks in the project. It can be stated that the students as the subject of the study understood the technicality in video making project.

j) The students were able to make the concept of the project and work with the team.

In the process of writing script and recording the video, the students were asked to work in groups. They were asked to make the concept of the project with their team. Besides assessed on the speaking skills performance in the video, the students were also assessed on their teamwork by the English teacher. The following field note shows that the students were able to make the concept of the project whereas the quotations of interview transcripts show that the students could work in groups during the process of making videos.

R melihat ada kecenderungan Ss menggunakan kosakata dan ide cerita yang diberikan dalam materi sebelumnya untuk membuat skrip. Ada kelompok yang

mengembangkan ide mereka sendiri dan menggunakan kosakata yang belum pernah diajarkan oleh ET maupun R.

Ss tended to use the vocabulary and the idea of the story in the presented material to write the script. There were some groups which developed their own ideas and used vocabulary which have not been taught by ET nor R.

(Appendix, Field note 6)

R : ... *Apakah ada yang tidak bisa kerjasama atau semuanya bisa bekerjasama?* (Were there any groups which couldn't cooperate or they could cooperate each other?)

C1 : *Semuanya bisa bekerjasama.* (All groups could cooperate.)

...

C2 : *Terus mungkin kalau masalah kerjasama itu mereka bagus. Soalnya mereka selama satu jam itu bener-bener waktu itu dibuat untuk merevisi, mengoreksi temennya, juga mengevaluasi iki jane enake diapakke gitu. Trus juga mengatur tempatnya kayak gimana. Mereka dua kelompok itu berjalan dengan baik.* (They were good at cooperation. They really took the time as efficient as possible to do revising, correcting, and evaluating what is the best to do. They also set the place as they're expected. Those groups were getting along well.)

(Appendix, Interview transcript 6)

From the quotations above, the collaborators agreed that all of the groups could work cooperatively during the process of video making project. The assessment held by the English teacher supports those collaborators' opinion. The following is the average results of the group work scores in the first and second video making project. The average results are showed in the following table.

**Table 10. The Average Scores of Each Indicator in Groupwork
in Video I and II**

Indicators	The Average Scores in Video I	The Average Scores in Video II
Fluency	4.00	4.62
Grammatical structure	4.00	4.37
Vocabulary	4.00	4.75
Pronunciation	3.75	4.25
Language function	4.00	4.87
Creativity (developing story)	3.87	4.87
Teamwork	4.00	4.87

The table shows that the students' speaking skills including fluency, grammatical structure, vocabulary, pronunciation, and language function performing in the second video increased compared with the previous one. Their creativity and teamwork were also improved. It can be stated that the students could concept and work with the team in this project. The difference results of the group work scores in the first and second video making project can be seen in the following chart.

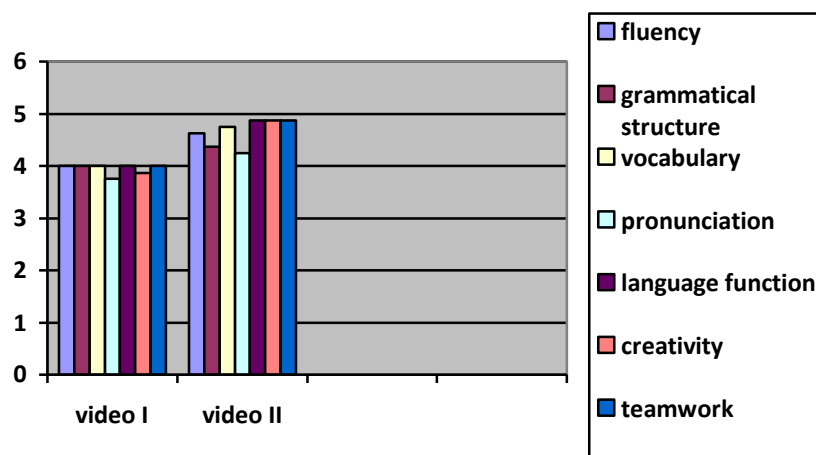


Figure 3. The Improvement of the Average Scores of Each Indicator in Groupwork in Video I and II

k) The students could perform their speaking confidently.

This indicator was observed from the students' performance in pre test, post, test, and produced video. This observation was stated in a field note. To seek the students' and the English teacher's opinion towards the self-confidence in speaking, some interviews were held after the two-cycle research ended. The following were quotations of the interview transcripts with them.

ET : *Kalau melihat dari waktunya sepertinya memang terlalu terburu-buru untuk melakukan pembelajaran dengan metode tersebut. Tapi paling tidak saya melihat pada post test nya paling tidak pada peningkatan kepercayaan diri siswa sama ekspresinya.* ((By considering the time of the study, it seemed we're in hurry to do the teaching and learning processes using this method. At least, I saw the improvements in the post test on the students' self-confidence and expression.))

(Appendix, Interview transcript 9)

R : *Apa kamu merasa lebih percaya diri untuk speaking dibanding sebelumnya?* (Do you think that you are more confident in speaking than before?)

S1 : *Sangat lebih percaya diri.* (Very confident.)

R : *Memangnya dulu gimana kalau speaking?* (How was your speaking previously?)

S1 : *Nggak pede, trus malu.* (Not confident. Shy.)

(Appendix, Interview transcript 10)

R : *Apakah kamu merasa lebih percaya diri untuk speaking dibanding sebelumnya?* (Do you think that you are more confident in speaking than before?)

S2 : *Iya.* (Yes, I do.)

R : *Dulu gimana?* (How was it previously?)

S2 : *Dulu ya malu, nggak pede gitu.* (Yeah, shy, not so confident.)

(Appendix, Interview transcript 11)

... *R dan ET setuju bahwa Ss sudah terlihat berani untuk praktek percakapan dalam Bahasa Inggris di lingkungan sekolah.*

... R and ET agreed that Ss seemed more confident to practice a conversation in English in school areas.

(Appendix, Field note 8)

R memuji kepercayaan diri mereka yang sangat terlihat, kerjasama tim yang baik, dan kreativitas mereka dalam mengembangkan ide dalam video.

R complimented their self confidence which really showed, successful teamwork, and creativity in developing the ideas in the videos.)

(Appendix, Field note 12)

All of the interviewee stated that self-confidence in speaking was improved through implementing video making project in speaking lesson. From the field note, it can be stated that most of the students were confident in practicing speaking in school areas. The improvement was seen from the expression in performing speaking which have been better than the previous performance.

- 1) There were the improvements in the students' speaking ability covering some aspects, such as fluency, accuracy in grammar and pronunciation, vocabulary, and language usage.

The improvement of this indicator could be seen from the scores gained by the students in pre test and post test performances. The students' speaking skills assessed in the pre test and post test were fluency, grammar accuracy, pronunciation accuracy, vocabulary, and language function usage. The scores of pre test were improved in the post test as can be seen from the following table.

Table 11. The Average Scores in the Pre Test and Post Test

Indicators	Pre Test	Post Test	Students improved	Students constant	Students declined
Fluency	3.55	4.14	17	14	3
Grammar accuracy	3.17	4.11	23	9	2
Pronunciation accuracy	3.29	4.26	20	14	-
Vocabulary	3.61	4.29	20	12	2
Language function	3.58	4.52	20	13	1

From the table above, it can be seen that 17 students improved in fluency, 23 students improved in grammar accuracy, and 20 students improved in pronunciation accuracy, vocabulary, and language function respectively. There were 14 students gained constant scores in fluency, nine students gained constant scores in grammar accuracy, 14 students gained constant scores in pronunciation

accuracy, 12 students gained constant scores in vocabulary, and 13 students gained constant scores in language function. However, there were some students's scores that declined in some aspects. There were three students gained worse scores in fluency, two students gained worse scores in grammar accuracy and vocabulary respectively, and one student gained worse scores in language function. In post test, there were some students said that they were not fit at that time. It was assumed that their poor health condition influenced their scores in some aspects. The following chart shows the students' improvement in speaking skills in the pre test and post test performances.

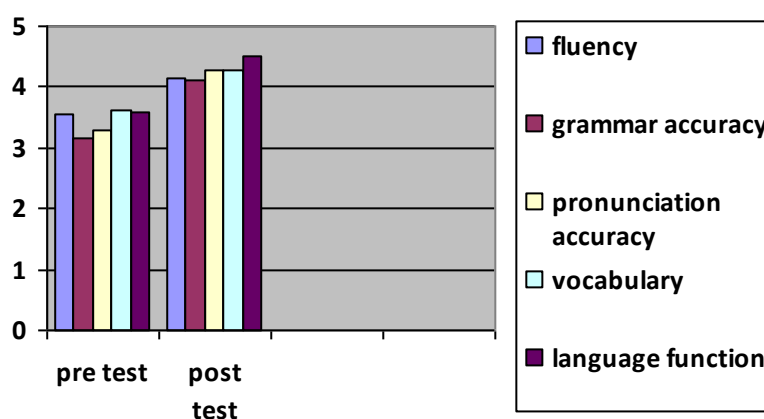


Figure 4. The Improvement of the Average Scores in the Pre Test and Post Test

The actions implemented in cycle one were designed to solve the feasible field problems found in the classroom observations. However, there were successful and unsuccessful actions in each cycle. The successful actions led to the successful findings in which the actions implemented could solve the problems in the field. On the contrary, the unsuccessful actions led to the

unsuccessful results in which the actions implemented could not solve the problems in the field. The second cycle was designed to solve the existed problems in the first cycle. The successful and unsuccessful results in the first cycle are presented below.

1. The successful findings in Cycle I

- a) Handout and video were useful towards the students' vocabulary enrichment and helpful to create story of their videos. The video was useful to exemplify the usage of some language functions in real life context. The students understood well how to use them.
- b) The use of electronic dictionary in modeling the pronunciation in speaking class was attractive and aroused the students' enthusiasm in learning new vocabulary and the pronunciation. The students pronounced the words as that of the model in the dictionary without asking the teacher.
- c) The students practiced pronunciation right after the teacher said something in English without being asked by the teacher.
- d) Interpersonal problem occurred in groupwork could be overcome by giving motivating words to the problem student.
- e) The students got the autonomy in carrying out the project.
- f) The students were able to speak English confidently in video performances.
- g) The technical problem was solved by the preparation of additional devices in teaching and learning processes.

2. The unsuccessful findings in Cycle I

- a) The female students were less active than the male students were in spoken exercises.
- b) The students still spoke in soft voice when practicing speaking which caused the other students noisy.
- c) The process of doing groupwork task was impeded by the absence of the students in the class.
- d) Some of the students still made the mistake in pronunciation when speaking in front of the camera.
- e) Unexpected factors occurring in the process of making videos influenced the quality of the results.
- f) The students' indiscipline in doing the project hindered the teaching and learning processes.

The second cycle was designed to solve the existed problems in the first cycle. However, there were successful and unsuccessful findings in this cycle due to several problems. The successful and unsuccessful findings in the second cycle are presented below.

1. The successful findings in Cycle II

- a) The presence of the camera did not inhibit the students to practice speaking confidently any longer.

- b) The students' indiscipline in carrying out the project was overcome by stating the consequence of being indiscipline towards their scores.
- c) The students' teamwork was improved during implementing the video making project in groups.
- d) The sound of the video was captured well by the camera since the process of video making project was held in a quiet place.
- e) The use of microphone in the process of video making project was beneficial to the sound quality of the video.

2. The unsuccessful findings in Cycle II

- a) Female students were still less active in spoken exercises because of their shyness and could not be improved at once because of the time limitation.
- b) The plan of using microphone to support the speaking practice in spoken exercise failed due to the unexpected problem occurred on the meeting.
- c) The limited time of study influence the process of video making project that the project could not run as expected.

From the findings above, it could be stated that the implementation of video making project in speaking lesson could improve the speaking skills of the seventh grade students including the aspects of fluency, grammar and pronunciation accuracy, vocabulary, and language function usage. Besides, the video making project promoted learners' autonomy in carrying out the project and

improved their self-confidence in practicing speaking. Thus, the students could develop their speaking skills in real life.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The objective of this study was to improve students' speaking skills through video making project. This chapter presents three main sections. They are conclusions, implications, and suggestions. The discussion of each part is presented below.

A. Conclusions

The aim of this study was to improve students' speaking skills. There were two cycles in this study in which the actions to improve the students' speaking skills were implemented in the series of activities in video making project. The conclusions drawn from the results of the study are as follows:

1. By implementing video making project including series of activities i.e. writing scripts, rehearsing the lines, recording videos, and showing the video resulted could improve the students' speaking skills. The average scores resulted in the pre test and post test performances of 34 students in class VII B shows that there were 17 students improved in fluency, 23 students improved in grammar accuracy, and 20 students improved in pronunciation accuracy, vocabulary, and language function respectively. Besides, the students' self confidence were also improved regarding the betterment of facial expressions in performing speaking in their videos.

2. By assigning the video making project in groups, the students' ability in working with the team was promoted. In addition, they possessed autonomy in carrying out the project by developing their own concept and executing it in the process of making videos. It was a good progress towards their learning autonomy.

B. Implications

Based on the discussion of the research, it can be implied that video making project can be used to improve students' speaking skills. Then in this part, some implications can be proposed to be implemented in the field. The implications of the actions are as follows.

1. The use of handouts compiled from many sources and videos could improve students' knowledge and understanding on the use of presented vocabulary and language functions. It is because many sources in the handouts provided plenty vocabulary and various language functions in the same topic. The videos were useful for the students as they can see how the language was used by native speakers in the real situation. Besides, the students were enthusiastic in studying the language through the videos. This implies that English teachers need to provide various language input including audiovisual media such as video in presenting the material in speaking lesson.
2. The use of electronic dictionary could improve the students' pronunciation and attract them to pronounce the words correctly after the pronunciation was presented. It is because electronic dictionary was attractive to the students' attention through audiovisual devices. The students were attracted by the

brand new thing in their environment in nature. This implies that English teacher needs to use electronic dictionary to motivate the students in learning pronunciation and to provide the correct pronunciation from the credible source.

3. The use of camera in making the videos could improve the students' enthusiasm in accomplishing the project. In relation to the speaking lesson, the existence of the camera could foster the students' self-confidence in practicing speaking. It is because the technology could motivate the students in the teaching and learning processes. This implies that camera usage is beneficial in speaking practice.
4. The process of recording the videos required quiet condition and supporting audio device such as a microphone to capture the voice of the casts in the video. It influenced the sound quality of the video later. Thus, quiet rooms need to be prepared to record the videos.
5. The video making project made use of electronic devices i.e. computer devices, digital cameras, handy cam, flash disk, LCD, laptop, etc, which depended on the electrical energy. They also had risk of being damaged by several causes. This implies that the condition of those supporting devices needs to be assured and the substitute devices to be prepared if necessary.
6. The series of activities in video making project could improve the students speaking skills including fluency, grammar and pronunciation accuracy, vocabulary, and language functions. The activities covered the process of writing the scripts, rehearsing the lines, recording the video, and showing the results. This series of activities needed well preparation and long time

allocation in order to achieve the expected results. The time duration to implement the video making project should be sufficient to cover all the steps of video making project in order to avoid unexpected results.

C. Suggestions

After conducting the research, the researcher proposed some suggestions for the English teacher, students and other researchers. The suggestions are as follows.

1. For the English teacher

The English teacher needs to provide an opportunity for the students to practice their speaking in classroom activity. They have to be motivated so that they can perform their speaking well. It can be done by implementing the video making project as the opportunity to practice speaking in classroom activity. The activity of having practice in rehearsing the lines before recording the performances is useful for each student to practice speaking more frequently when they did not get the opportunity in the day-to-day practice. The results of the video can be used as the material to the other students as well.

2. For the students

The students should practice their English more often in spoken exercises. The video making project is an activity which allows all of the students perform their speaking in role plays. Each of the students has an opportunity to practice their speaking skills in front of the camera in this project.

3. For other researchers

There were unexpected problems occurring during this study including technical problems and limited time of study. Other researchers are suggested to anticipate the technical problems by preparing alternative plans. The available time to conduct this study was too short. Meanwhile, the series of activities in video making project need a lot of time to reach the expected result. Therefore, other researchers are suggested to allocate a lot of time to conduct the similar study.

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APPENDICES

APPENDIX A: INSTRUMENTS OF THE STUDY

APPENDIX B: FIELD NOTES

APPENDIX C: INTERVIEW TRANSCRIPTS

APPENDIX D: SCORES OF PRE TEST, POST TEST,

VIDEO I AND VIDEO II PERFORMANCES

APPENDIX E: PHOTOGRAPHS

APPENDIX F: RESEARCH LICENSES

APPENDIX A
INSTRUMENTS OF THE STUDY

**The Course Grid of Improving the Speaking Skills of the First Year Students of SMP N 9 Yogyakarta through
Video-Making Project in the Academic Year of 2012/2013**

Cycle I

Basic Competence	Indicators	Learning Materials				Activities	Video Making Project Activities
		Topics	Functions	Vocabulary	Example of expressions		
3.2. Expressing meaning in transactional dialogues (to get things done) and interpersonal (to socialize) using simple spoken language accurately, fluently and	The students are able to: a. identify asking and giving personal information expressions presented in the videos. b. pronounce the English words correctly. c. respond comprehensively on questions orally. d. use the	Personal Information	Asking for and Giving Personal Information. - What is your name? - What is her/his name? - How old are you? - How old is she/he? - What do you do? - What does she/he do? - Where do you live? - What is your nationality?	name, address, nationality, occupation. live, work, have. age, old, young, Indonesian.	a. Reporter: How old is he? Speaker 1: Chris is –uhm– about 37. b. Reporter: And what does Sheila do? Speaker 1: A housewife and so am I. c.	Presentation a. Questions and answers about personal information. b. Teacher shows example of asking for and giving personal information expressions through handouts and video. c. New vocabulary	Eight teams of four and five are established. Each team is assigned to create a script of asking and giving personal information based on the given setting. Each team is assigned to rehearse the script. Each team performs the script recorded by a camera. The resulted

acceptable to interact in closest environment involving the speech act of asking and giving information , thanking, apologizing, and expressing politeness	expressions of asking and giving personal information correctly and intelligibly.				<p>Reporter: What's your name?</p> <p>Speaker 1: My name is Chris.</p>	<p>about asking for and giving personal information are introduced.</p> <p>d. Students listen to the teacher's explanation about the new structure.</p> <p>e. Teacher checks students' comprehension.</p> <p>Practice</p> <p>f. Teacher asks questions related to the dialogue presented in the video.</p> <p>g. Students</p>	<p>videos are showed in the classroom. Teacher and students give feedback on the resulted videos.</p>
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						<p>respond to the teacher's questions related to the dialogue presented in the video orally.</p> <p>h. Teacher models new vocabulary from electronic dictionary.</p> <p>i. Students pronounce new vocabulary.</p> <p>j. Students practice using the new structure by acting out dialogue from presented video.</p>	
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						<p>k. Students practice using the new structure by creating a dialogue script of asking and giving information.</p> <p>l. Students practice using the new structure by rehearsing the dialogue script.</p> <p>Production</p> <p>m. Students perform the script of asking and giving information recorded by a camera.</p>	
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						n. Teacher shows the results in classroom. o. Teacher and students give feedback orally.	
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Cycle II

3.2. Expressing meaning in transactional dialogues (to get things)	The students are able to: a. identify asking and giving information expressions presented in the	Family information	Asking for and giving information about family. - How many people are in your family? - Do you have	father, mother, brother, sister, grandfather, grandmother, sister's son, husband, wife.	a. Speaker 1: Is this your family? Speaker 2: Yes.	Presentation 1. Questions and answers about family information. 2. Teacher shows example of	The previous established team works together in this second project. Each team is assigned to create a script of asking and
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done) and interpersonal (to socialize) using simple spoken language accurately, fluently and acceptable to interact in closest environment involving the speech act of asking and giving information , thanking, apologizing, and expressing	<p>videos.</p> <p>b. pronounce the English words correctly.</p> <p>c. respond comprehension questions orally.</p> <p>d. use the expressions of asking and giving information correctly and intelligibly.</p>		<p>any brothers or sisters?</p> <p>- Are they older or younger?</p> <p>- Do you have any grandparents?</p> <p>- Is this your family?</p> <p>- Who's this?</p> <p>- Is he your brother?</p> <p>- Is he a doctor?</p>	<p>doctor, architect, students.</p> <p>short, old, cute, handsome, pretty.</p>	<p>b.</p> <p>Speaker 1: Ok. Who's this? Is he a doctor, too?</p> <p>Speaker 2: No, he's an architect. That's my sister's husband.</p>	<p>asking for and giving family information expressions through handouts and video.</p> <p>3. New vocabulary about asking for and giving personal information are introduced.</p> <p>4. Students listen to the teacher's explanation about the new structure.</p> <p>5. Teacher checks students' comprehension</p>	<p>giving personal information based on the given setting. Each team is assigned to rehearse the script. Each team performs the script recorded by a camera. The resulted videos are showed in the classroom. Teacher and students give feedback on the resulted videos.</p>
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g politeness						<p>on. Practice</p> <p>6. Teacher asks questions.</p> <p>7. Students respond to the teacher's questions related to the dialogue presented in the video orally.</p> <p>8. Teacher models new vocabulary from electronic dictionary.</p> <p>9. Students pronounce new vocabulary.</p> <p>10. Students practice using the new</p>	
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						<p>structure by acting out dialogue from presented video.</p> <p>11. Students practice using the new structure by creating a dialogue script of asking and giving information about family.</p> <p>12. Students practice using the new structure by rehearsing the dialogue script.</p> <p>Production</p>	
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						<p>13. Students perform the script of asking and giving information recorded by a camera.</p> <p>14. Teacher shows the results in classroom. Teacher and students give feedback orally.</p>	
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Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMP N 9 Yogyakarta
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII/1
 Tema : Asking and giving information (personal information)
 Skill/Keterampilan : Berbicara
 Alokasi Waktu : 8x40 menit

I. Standar kompetensi

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

3.3. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: **meminta dan memberi informasi**, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

III. Indikator

1. Mengidentifikasi fungsi bahasa *asking and giving information*.
2. Melafalkan kosakata dengan tepat.
3. Menjawab pertanyaan komprehensif secara lisan.
4. Menggunakan fungsi bahasa *asking and giving information* dengan tepat.

IV. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi fungsi bahasa *asking and giving information*.
2. Siswa mampu melafalkan kosakata dengan tepat.
3. Siswa mampu menjawab pertanyaan komprehensif secara lisan.
4. Siswa mampu menggunakan fungsi bahasa *asking and giving information* dengan tepat.

V. Model dan Metode Pembelajaran

Three-phase technique

VI. Materi Pembelajaran

1. Video pembelajaran *asking and giving personal information*.
2. Worksheet berkaitan dengan video pembelajaran *asking and giving personal information*.
3. Handout berisi tentang fungsi-fungsi bahasa untuk *asking and giving personal information*

Asking for and giving personal information:

- How old are you? (Berapa umurmu?)
I'm fourteen.
- How old is he? (Berapa umurnya?)
He's seventeen.
- What do you do? (Apa pekerjaanmu?)
I'm a student.
- What does he do? (Apa pekerjaannya?)
He's a shopkeeper.
- Where do you live? / What's your address? (Di mana kamu tinggal?/ Di mana alamatmu?)
I live at Jl. Kenanga No. 1/ I live in Yogyakarta
- Where does he live? (Di mana dia tinggal?)
He lives at Jl. Bangau No. 1/ He lives in Semarang.
- What nationality are you? / What is your nationality? (Apa kebangsaanmu?)
I'm Indonesian.
- When were you born? (Kapan kamu lahir?)
I was born on 6th May 1997.
- What is your occupation? (Apa pekerjaanmu?)
I am a soldier.
- Etc

Underline the expressions of asking and giving personal information!

SCENE 1

Reporter: Could you introduce me to your friend here?

Speaker 1: My friend is Alan Oglesby who is actually a teacher in England, but he doesn't teach English. He teaches geography. Geography! So there we are, and...

Speaker 2: Can you spell your name, David? -Just the first name-

Speaker 1: D-A-V-I-D

Reporter: Can you spell your name, please?

Speaker2: A-L-A-N

SCENE 2

Speaker 1: I'm Robert.

Reporter: Hi, Robert!

Speaker 2: I'm Chris.

Speaker 3: And I'm Leyton.

Reporter: Hi. Uhm, can you tell me something about your friend here? Uh, how old is he? What does he do?

Speaker 1: Chris is –uhm- about 37

Speaker 2:(...lower)

Speaker1: 36-34-33

Speaker2: Yeah

Speaker 1: 33 years old. And, uh, he works at New York University.

SCENE 3

Speaker 1: Hi, I'm Sybil.

Reporter: And can you introduce your friend, Sybil?

Speaker 1: Yes, this is my friend, Sheila. And she's from Staten Island and so am I. And she's my friend.

Reporter: And what does Sheila do?

Speaker 1: A housewife and so am I. And her husband's a chiropractor. My husband's a N.Y. police officer.

SCENE 4

Reporter: What's your name?

Speaker 1: My name is Chris.

Reporter: Chris, can you introduce your two friends, Chris?

Speaker 1: My two friends are Donna. I work with Donna. She's actually my boss. And this is Millie.

Reporter: Can you give me 2 or 3 adjectives to describe Chris?

Speaker 2: Ehm, Chris is just wonderful. He's, uh, he's dynamic. He's creative. He's exceptional. He's my buddy.

Speaker 1: Thank you.

Reporter: And how about you? Can you give me 2 or 3 adjectives to describe Donna?

Speaker 3: Oh, uhm, very interesting, very energetic, very creative. She's definitely "up there". Definitely.

VII. Kegiatan Belajar Mengajar

Kegiatan pendahuluan

1. Guru membuka pelajaran, memimpin doa, dan mengabsen siswa.
2. Guru memperkenalkan diri.
3. Guru menyampaikan tujuan pembelajaran.

Kegiatan inti

Presentation

1. Guru bertanya tentang pertanyaan yang ditanyakan untuk mengetahui informasi pribadi seseorang (*asking for and giving personal information*) secara lisan.
2. Siswa menjawab pertanyaan tentang pertanyaan yang ditanyakan untuk mengetahui informasi pribadi seseorang secara lisan.
3. Guru memperlihatkan contoh fungsi bahasa berkaitan dengan *asking for and giving personal information* melalui handout dan tayangan video.
4. Guru memperkenalkan kosakata baru berkaitan dengan *asking for and giving personal information*.

5. Siswa mendengarkan penjelasan guru tentang struktur bahasa yang baru.
6. Guru mengecek pemahaman siswa.

Practice

1. Guru memberikan pertanyaan lisan berkaitan dengan dialog yang ditampilkan dalam video.
2. Siswa merespon secara lisan pertanyaan guru berkaitan dengan dialog yang ditampilkan dalam video.
3. Guru memberi contoh pengucapan kosakata baru menggunakan kamus elektronik.
4. Siswa mengucapkan kosakata baru setelah mendengarkan contoh pengucapan dari kamus elektronik.
5. Siswa mempraktekkan penggunaan struktur baru dengan memperagakan dialog dari video yang ditampilkan.
6. Siswa mempraktekkan penggunaan struktur baru dengan membuat skrip dialog tentang *asking and giving personal information*.
7. Siswa mempraktekkan penggunaan struktur baru dengan berlatih berulang-ulang dengan skrip dialog.

Production

1. Siswa memperagakan percakapan dalam skrip tentang *asking and giving personal information* dengan direkam menggunakan kamera.
2. Guru memutarakan hasil video siswa di dalam kelas.
3. Guru dan siswa memberi tanggapan secara lisan tentang penampilan video siswa.

Kegiatan penutup

1. Guru menyimpulkan materi yang telah diajarkan
2. Guru menanyakan kepada siswa tentang materi yang belum dikuasai.

VIII. Penilaian

Group	Parameter						
	Language use					Video content	
	Fluency	Grammatical structure	Vocabulary	Pronunciation	Language function	Creativity in developing the story	Team work
1							
2							
3							
4							
5							
6							
7							
8							

Scoring scale:

1. Good (4-5):

Language use

- fluency: speak in fast rate without a lot of hesitation
- grammar: errors in grammar are quite rare, use complex structure
- pronunciation: errors in pronunciation are quite rare/ mostly correct pronunciation
- vocabulary: use rich and proper words
- language function: functions are performed properly, correct target form

Video content

- creativity in developing the story: the story is not copied from the video model
- team work: all of the team members work actively and cooperatively

Fair (2-3):

Language use

- fluency: speak in acceptable rate with rare hesitation
- grammar: errors in grammar are quite rare, use simple structure
- pronunciation: errors in pronunciation are frequent/ partially correct
pronunciation
- vocabulary: use standard and proper words
- language function: functions are performed properly, partially correct target form

Video content

- creativity in developing the story: the story is similar with the video model
- team work: the team is separated into active and passive members, work separately

Poor (0-1):

Language use

- fluency: speak in slow rate with a lot of hesitation
- grammar: errors in grammar are frequent, use incorrect structure
- pronunciation: use incorrect pronunciation
- vocabulary: use limited and unacceptable words
- language function: functions are performed not properly, incorrect target form

Video content

- creativity in developing the story: the story is the same with the video model
- team work: the team members not cooperate each other

(Adapted from Nikitina, 2011; Nation&Newton, 2009; Luoma, 2004; Brown, 2003; Brown, 2001)

IX. Sumber dan Media Pembelajaran

Sumber:

- Video pembelajaran dari www.real-english.com
- BSE “English in Focus” Grade VII by Artono Wardiman, et al.
- BSE “Scaffolding” Grade VII by Joko Priyana, et al.
- BSE “Contextual Teaching and Learning” Grade VII by Th. Kumalarini, et al.

Media pembelajaran:

- LCD, laptop, kamera digital, kamera handphone, handout

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3.3. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: **meminta dan memberi informasi**, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

III. Indikator

1. Mengidentifikasi fungsi bahasa *asking and giving information*.
2. Melafalkan kosakata dengan tepat.
3. Menjawab pertanyaan komprehensif secara lisan.
4. Menggunakan fungsi bahasa *asking and giving information* dengan tepat.

IV. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi fungsi bahasa *asking and giving information*.
2. Siswa mampu melafalkan kosakata dengan tepat.
3. Siswa mampu menjawab pertanyaan komprehensif secara lisan.
4. Siswa mampu menggunakan fungsi bahasa *asking and giving information* dengan tepat.

V. Model dan Metode Pembelajaran

Three-phase technique

VI. Materi Pembelajaran

1. Video pembelajaran *asking and giving information about family*.
2. Worksheet berkaitan dengan video pembelajaran *asking and giving information about family*.
3. Handout berkaitan dengan materi *asking and giving information about family*.

Study these following expressions!

Talking about Family

- **How many people are in your family?** (Ada berapa orang di dalam keluargamu?)
I have 5 people in my family. (Ada 5 orang di dalam keluargaku.)
There are 5 people in my family.
They are my father, mother, brother, sister, and I. (Mereka adalah ayahku, ibuku, saudara laki-lakiku, saudara perempuanku, dan aku.)
- **Do you have any brothers or sisters?** (Apakah kamu mempunyai saudara laki-laki atau saudara perempuan?)
Yes, I have.
No, I don't.
- **Are they older or younger?** (Apakah mereka lebih tua atau lebih muda?)
My brother is older than me. (Saudara laki-lakiku lebih tua dariku.)
My sister is younger than me. (Saudara perempuanku lebih muda dariku.)
- **Do you have any grandparents?** (Apakah kamu punya kakek-nenek?)
Yes, I have. They live in Indonesia. (Ya. Mereka tinggal di Indonesia.)
No, I don't. They passed away last year. (Tidak. Mereka sudah meninggal tahun lalu.)

Complete this dialogue using the correct sentences in the box!

WHO'S THIS?

Speaker 1: Is this your family?

Speaker 2: Yes.

Speaker 1: Who's this?

Speaker 2: My brother.

Speaker 1: He's so handsome. How old is he?

Speaker 2: (1)

Speaker 1: Oh.

Speaker 2: He's a doctor.

Speaker 1: Oh!!

Speaker 2: That's his wife.

Speaker 1: Oh. She's very pretty.

Speaker 2: Who's this?

Speaker 1: (2)

Speaker 2: Your mother? But she's so old.

Speaker 1: She's not old. She's fifty-eight.

Speaker 1: Ok. Who's this? Is he a doctor, too?

Speaker 2: (3) That's my sister's husband.

Speaker 1: (4) ...

Speaker 2: That's my sister's son. He's a university student.

Speaker 1: He's so cute!

Speaker 2: He's so young.

Speaker 1: (5)... What?

Speaker 2: That is not a short old woman. That's me.

Speaker 1: Oh. Sorry.

- That's my mother.
- Who's this?
- He's thirty-four.
- Who's this short old woman?
- No, he's an architect.

VII. Kegiatan Belajar Mengajar

Kegiatan pendahuluan

1. Guru membuka pelajaran, memimpin doa, dan mengabsen siswa.
2. Guru memperkenalkan diri.
3. Guru mengingatkan materi minggu lalu.
4. Guru menyampaikan tujuan pembelajaran.

Kegiatan inti

Presentation

1. Guru bertanya tentang pertanyaan yang ditanyakan untuk mengetahui informasi tentang keluarga (*asking for and giving information about family*) secara lisan.
2. Siswa menjawab pertanyaan tentang pertanyaan yang ditanyakan untuk mengetahui informasi pribadi seseorang secara lisan.
3. Guru memperlihatkan contoh fungsi bahasa berkaitan dengan *asking for and giving information about family* melalui handout dan tayangan video.
4. Guru memperkenalkan kosakata baru berkaitan dengan *asking for and giving information about family*.
5. Siswa mendengarkan penjelasan guru tentang struktur bahasa yang baru.
6. Guru mengecek pemahaman siswa.

Practice

1. Guru memberikan pertanyaan lisan berkaitan dengan dialog yang ditampilkan dalam video.
2. Siswa merespon secara lisan pertanyaan guru berkaitan dengan dialog yang ditampilkan dalam video.
3. Guru memberi contoh pengucapan kosakata baru menggunakan kamus elektronik.
4. Siswa mengucapkan kosakata baru setelah mendengarkan contoh pengucapan dari kamus elektronik.
5. Siswa mempraktekkan penggunaan struktur baru dengan memperagakan dialog dari video yang ditampilkan.
6. Siswa mempraktekkan penggunaan struktur baru dengan membuat skrip dialog tentang *asking and giving information about family*.

7. Siswa mempraktekkan penggunaan struktur baru dengan berlatih berulang-ulang dengan skrip dialog.

Production

1. Siswa memperagakan percakapan dalam skrip tentang *asking and giving information about family* dengan direkam menggunakan kamera.
2. Guru memutarakan hasil video siswa di dalam kelas.
3. Guru dan siswa memberi tanggapan secara lisan tentang penampilan video siswa

Kegiatan penutup

1. Guru menyimpulkan materi yang telah diajarkan
2. Guru menanyakan kepada siswa tentang materi yang belum dikuasai.

VIII. Penilaian

Group	Parameter						
	Language use					Video content	
	Fluency	Grammatical structure	Vocabulary	Pronunciation	Language function	Creativity in developing the story	Team work
1							
2							
3							
4							
5							
6							
7							
8							

Scoring scale:**2. Good (4-5):****Language use**

- fluency: speak in fast rate without a lot of hesitation
- grammar: errors in grammar are quite rare, use complex structure
- pronunciation: errors in pronunciation are quite rare/ mostly correct pronunciation
- vocabulary: use rich and proper words
- language function: functions are performed properly, correct target form

Video content

- creativity in developing the story: the story is not copied from the video model
- team work: all of the team members work actively and cooperatively

Fair (2-3):**Language use**

- fluency: speak in acceptable rate with rare hesitation
- grammar: errors in grammar are quite rare, use simple structure
- pronunciation: errors in pronunciation are frequent/ partially correct pronunciation
- vocabulary: use standard and proper words
- language function: functions are performed properly, partially correct target form

Video content

- creativity in developing the story: the story is similar with the video model
- team work: the team is separated into active and passive members, work separately

Poor (0-1):**Language use**

- fluency: speak in slow rate with a lot of hesitation
- grammar: errors in grammar are frequent, use incorrect structure

- pronunciation: use incorrect pronunciation
- vocabulary: use limited and unacceptable words
- language function: functions are performed not properly, incorrect target form

Video content

- creativity in developing the story: the story is the same with the video model
- team work: the team members not cooperate each other

(Adapted from Nikitina, 2011; Nation&Newton, 2009; Luoma, 2004; Brown, 2003; Brown, 2001)

IX. Sumber dan Media Pembelajaran

Sumber:

- Video pembelajaran “*Top Notch- Family*” dari www.youtube.com
- Video pembelajaran “*Learn to Speak English Naturally- Family (Beginner)*” dari www.esl-videos.com

Media pembelajaran:

- LCD, laptop, kamera digital, kamera handphone, handout, students worksheet

No. absen	Aspek yang Dinilai					Skor total	Keterangan
	F	GA	PA	V	LF		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
34							

Lembar Penilaian

F : fluency

V : vocabulary

GA : grammar accuracy

LF: language function

PA : pronunciation accuracy

Group	Parameter						
	Language use					Video content	
	Fluency	Grammatical structure	Vocabulary	Pronunciation	Language function	Creativity in developing the story	Team work
1							
2							
3							
4							
5							
6							
7							
8							

Scoring scale:

1. Good (4-5):

Language use

- fluency: speak in fast rate without a lot of hesitation
- grammar: errors in grammar are quite rare, use complex structure
- pronunciation: errors in pronunciation are quite rare/ mostly correct pronunciation
- vocabulary: use rich and proper words
- language function: functions are performed properly, correct target form

Video content

- creativity in developing the story: the story is not copied from the video model
- team work: all of the team members work actively and cooperatively

Fair (2-3):

Language use

- fluency: speak in acceptable rate with rare hesitation
- grammar: errors in grammar are quite rare, use simple structure
- pronunciation: errors in pronunciation are frequent/ partially correct pronunciation

-vocabulary: use standard and proper words

-language function: functions are performed properly, partially correct target form

Video content

- creativity in developing the story: the story is similar with the video model

-team work: the team is separated into active and passive members, work separately

Poor (0-1):

Language use

-fluency: speak in slow rate with a lot of hesitation

-grammar: errors in grammar are frequent, use incorrect structure

-pronunciation: use incorrect pronunciation

-vocabulary: use limited and unacceptable words

-language function: functions are performed not properly, incorrect target form

Video content

- creativity in developing the story: the story is the same with the video model

-team work: the team members not cooperate each other

(Adapted from Nikitina, 2011; Nation&Newton, 2009; Luoma, 2004; Brown, 2003; Brown, 2001)

<p>Student B</p> <p>My Identity</p> <p>Name : Vladimir</p> <p>Address: Jl. Anggur No. 12</p> <p>Age: 29</p> <p>Nationality: Russian</p>	<p>Ask your friend about his/her identity!</p> <p>My friend's identity</p> <p>His/ her name:</p> <p>His/ her address:</p> <p>His/her age:</p> <p>His/her Nationality:</p>
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<p>Student B</p> <p>My Identity</p> <p>Name : Satriyani</p> <p>Address: Jl. Garuda No. 10</p> <p>Age: 41</p> <p>Nationality: Indonesian</p>	<p>Ask your friend about his/her identity!</p> <p>My friend's identity</p> <p>His/ her name:</p> <p>His/ her address:</p> <p>His/her age:</p> <p>His/her Nationality:</p>
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<p>Student B</p> <p>My Identity</p> <p>Name : Alya</p> <p>Address: Jl. Belimbing No. 20</p> <p>Age: 25</p> <p>Nationality: Turkish</p>	<p>Ask your friend about his/her identity!</p> <p>My friend's identity</p> <p>His/ her name:</p> <p>His/ her address:</p> <p>His/her age:</p> <p>His/her Nationality:</p>
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<p>Student B</p> <p>My Identity</p> <p>Name : Jordan</p> <p>Address: Jl. Mataram No. 9</p> <p>Age: 34</p> <p>Nationality: French</p>	<p>Ask your friend about his/her identity!</p> <p>My friend's identity</p> <p>His/ her name:</p> <p>His/ her address:</p> <p>His/her age:</p> <p>His/her Nationality:</p>
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<p>Student A</p> <p>My Identity</p> <p>Name : Juliana</p> <p>Address: Jl. Melati No. 6</p> <p>Age: 23</p> <p>Nationality: Italian</p>	<p>Ask your friend about his/her identity!</p> <p>My friend's identity</p> <p>His/ her name:</p> <p>His/ her address:</p> <p>His/her age:</p> <p>His/her Nationality:</p>
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<p>Student A</p> <p>My Identity</p> <p>Name : Santosa</p> <p>Address: Jl. Kenari No. 8</p> <p>Age: 52</p> <p>Nationality: Singaporean</p>	<p>Ask your friend about his/her identity!</p> <p>My friend's identity</p> <p>His/ her name:</p> <p>His/ her address:</p> <p>His/her age:</p> <p>His/her Nationality:</p>
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<p>Student A</p> <p>My Identity</p> <p>Name : Ami</p> <p>Address: Jl. Munggur No. 1</p> <p>Age: 13</p> <p>Nationality: Japanese</p>	<p>Ask your friend about his/her identity!</p> <p>My friend's identity</p> <p>His/ her name:</p> <p>His/ her address:</p> <p>His/her age:</p> <p>His/her Nationality:</p>
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<p>Student A</p> <p>My Identity</p> <p>Name : Kinu</p> <p>Address: Jl. Rambutan No. 8</p> <p>Age: 33</p> <p>Nationality: Somalian</p>	<p>Ask your friend about his/her identity!</p> <p>My friend's identity</p> <p>His/ her name:</p> <p>His/ her address:</p> <p>His/her age:</p> <p>His/her Nationality:</p>
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Student A

Name : Alessandro

Address : Edinburgh, England

Age : 29

Occupation : librarian

Alessandro's family:

Jose (father)	60 years old	Farmer
Diana (mother)	59 years old	Housewife
Leona (sister)	27 years old	Singer

Ask your friend:

1. his/her name
2. his/her occupation
3. his/her father's name
4. his/her father's age

Student B

Name : Latika

Address : Mango Street, 21

Age : 15

Occupation : dancer

Latika's family:

Sanjay (father)	46 years old	Doctor
Rima (mother)	46 years old	Teacher
Mohan (brother)	12 years old	Student

Ask your friend:

1. his/her name
2. his/her age
3. his/her sister's name
4. his/her sister's occupation

Student A

Name : Kimberly

Address : Florida, US

Age : 24

Occupation : news anchor

Kimberly's family:

Tim (father)	60 years old	Postman
Alicia (mother)	59 years old	Chef
Dave (brother)	27 years old	Electrician

Ask your friend:

1. his/her name
2. his/her occupation
3. his/her brother's name
4. his/her brother's age

Student B

Name : Waleed

Address : Canary Street, 44

Age : 20

Occupation : dubber

Waleed's family:

Saleem (father)	46 years old	Merchant
Amina (mother)	46 years old	Chemist
Thufail (brother)	17 years old	Student

Ask your friend:

1. his/her name
2. his/her address
3. his/her mother's name
4. his/her mother's occupation

Specifications aspects asked in the interview

No.	Aspects	Indicators
1.	Time management	the application of time duration
2.	Class activities	-class activities to learn speaking -students' interest to class activities
3.	Speaking ability	- students speak in target language (English) confidentially -students' ability in using the correct pronunciation -students' ability in using the target language in context
4.	The use of language learning video as the source of learning	-the effectiveness of language learning video in providing language input - the effectiveness of language learning video in providing language in context
5.	The implementation of video-making project	-the effectiveness of video-making project as the production step in improving students' speaking skills

Time management:

1. Apakah waktu yang tersedia cukup untuk menyampaikan materi? (T)
2. Bagaimana cara Ibu mengalokasikan waktu dalam setiap pertemuan untuk menyampaikan materi dan praktek *speaking*? (T)
3. Apakah adik dapat menyelesaikan tugas yang diberikan guru tepat waktu? (S)
4. Waktu yang diberikan oleh guru untuk melakukan praktek *speaking* cukup tidak? (S)

Class activities:

1. Apakah semua aktifitas kelas yang sudah di rencanakan dapat terealisasi

semua? (T)

2. Apakah aktifitas atau tugas yang diberikan dapat menjadi sarana praktek penggunaan *language function*/ ekspresi-ekspresi yang baru saja dipelajari siswa?

(T)

3. Apakah dengan mencatat nomor absen siswa setelah siswa yang bersangkutan menjawab pertanyaan mempengaruhi motivasi siswa untuk berpartisipasi di kelas? (T)

4. Adik suka tidak dengan aktifitas di kelas tadi? (S)

5. Menurut adik, apakah aktifitas atau tugas yang diberikan dapat menjadi sarana praktek penggunaan ekspresi-ekspresi yang baru saja dipelajari? (S)

6. Aktifitas kelas seperti apa yang menarik buat adik? (S)

7. Apakah cara guru mengajarkan ekspresi-ekspresi tadi sudah jelas? (S)

8. Apakah adik lebih termotivasi untuk berpartisipasi di kelas jika guru mencatat nomor absen setelah siswa menjawab soal yang diberikan? (S)

Speaking ability

1. Apakah siswa sudah terlihat percaya diri menggunakan Bahasa Inggris? (T)

2. Apakah pengucapan kosakata Bahasa Inggris siswa sudah tepat? (T)

3. Apakah siswa sudah bisa menggunakan *language function*/ekspresi-ekspresi Bahasa Inggris sesuai konteks? (T)

4. Apakah adik merasa lebih berani berbicara menggunakan Bahasa Inggris dibandingkan sebelumnya? (S)

5. Apakah adik merasa sudah bisa melafalkan kata-kata dalam Bahasa Inggris dengan benar dibandingkan sebelumnya? (S)

6. Apakah adik sudah paham cara menggunakan ekspresi-ekspresi Bahasa Inggris? (S)

The use of language learning video as the source of learning

1. Apakah penggunaan video menjadi *language input* yang efektif untuk mengajarkan *speaking*? (T)
2. Apakah penggunaan video menjadi sumber belajar yang efektif untuk mengajarkan penggunaan *language function* sesuai konteks? (T)
3. Menurut adik, apakah video yang ditayangkan membantu adik belajar kosakata dan ekspresi-ekspresi Bahasa Inggris? (S)
4. Menurut adik, apakah video yang ditayangkan membuat adik paham cara menggunakan ekspresi-ekspresi Bahasa Inggris dengan benar? (S)

The implementation of video-making project in improving students' speaking skills

1. Apa pendapat Ibu tentang praktek *video-making* sebagai upaya peningkatan kemampuan *speaking* siswa? (T)
2. Apakah *video-making* membantu adik belajar mempraktekkan *speaking*?
Dalam hal apa saja? (S)

Specification aspects observed in the class (Observation Guide)

No.	Aspects	Indicators	Description		
			Beginning	Middle	End
1.	The students	<ul style="list-style-type: none"> • Students' attention to the teacher explanation • Students' attitudes during the class • Students' responses to the teacher's questions 			
2.	The teacher	<ul style="list-style-type: none"> • Voice quality • Explanation • Interaction with the students • Movement • Motivating the students • Asking technique 			
3.	Learning media	<ul style="list-style-type: none"> • Teaching aids • Students' interests to the media used 			
4.	Teaching and learning process	<ul style="list-style-type: none"> • Lead-in • Teaching method • Language • Time allocation • Classroom management • Evaluation • Closing 			
5.	The students' speaking ability	<ul style="list-style-type: none"> • Students speak in target language (English) confidentially • Language errors made by the students • Students' ability in using the correct pronunciation • Students' ability in using the target language in context 			

APPENDIX B
FIELD NOTES

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

S : student

Field note 1

Kamis, 26 Juli 2012

(09.33-10.40)

R sampai di SMP N 9 Yogyakarta pada pukul 9.33 setelah membuat janji dengan ET sebelumnya. R langsung menemui ET di ruang guru. ET sedang mengetik lembar kerja siswa (worksheet) *listening* yang akan diberikan pada hari tersebut karena materi PowerPoint yang sudah disiapkan hilang. R menunggu ET menyelesaikan pembuatan *worksheet* hingga pukul 10.00.

R bersama dengan ET masuk kelas pukul 10.05. Ss sudah menunggu di luar laboratorium bahasa. R dan ET masuk ke dalam ruang laboratorium bahasa disusul oleh Ss. ET bersiap-siap dan mempersilakan R duduk di kursi belakang yang tidak digunakan Ss. ET menanyakan buku kemajuan kelas yang dibawa oleh Ss. Salah satu Ss menjawab bahwa buku kemajuan kelas tidak dibawa dan ET berpesan agar tidak lupa membawanya minggu depan.

ET memutar musik instrumental yang diperdengarkan melalui *speaker* kelas. ET memberi salam. Ss menjawab dengan nada yang lirih. ET mengulangi salam dan Ss menjawab serentak. ET mengabsen siswa. Ss menjawab dengan berbisik-bisik. ET menanyakan Ss yang tidak masuk dalam Bahasa Inggris. Ss tidak ada yang menyahut. ET menerjemahkan pertanyaan sebelumnya ke dalam Bahasa Indonesia kemudian dijawab Ss dengan berbisik-bisik.

ET mengingatkan tentang materi pelajaran yang telah lalu, yaitu *introducing self and others*. Ss menyahut dengan lirih. ET menyajikan kembali materi yang lalu dengan menayangkan PowerPoint yang diproyeksikan ke layar monitor masing-masing Ss. ET menerangkan kembali materi dengan mengadakan tanya jawab dengan Ss. Sebagian besar Ss menatap layar monitor tanpa bersuara. ET melemparkan pertanyaan dengan cara memanggil nama Ss. Ss yang dipanggil menjawab dengan benar dan ET memberikan pujian. ET menyampaikan tujuan pembelajaran. ET lebih banyak menggunakan Bahasa Indonesia. ET memutar video pembelajaran yang dapat diakses melalui layar monitor masing-masing siswa. Isi video tersebut adalah tokoh-tokoh yang saling berkenalan menggunakan Bahasa Inggris yang diperankan oleh orang Indonesia. Di tengah-tengah

pemutaran video, ET menghentikan pemutaran video dan bertanya jawab secara lisan tentang cerita dalam video tersebut. ET melontarkan pertanyaan dalam Bahasa Inggris dan diterjemahkan ke dalam Bahasa Indonesia dan dijawab secara bersama-sama dengan berbisik-bisik. ET memberikan pujian karena pertanyaan dijawab dengan benar. ET memberi pertanyaan lagi untuk dijawab dengan sukarela. Ss diam. ET menunjuk salah satu S dan dijawab dengan benar. ET memberikan pujian dan selalu mencatat nomor absen siswa yang menjawab pertanyaan. ET memberikan pertanyaan lagi. Ada satu S yang menjawab tanpa tunjuk jari terlebih dahulu. ET memberi pujian. Selanjutnya ET melontarkan pertanyaan kembali dan tidak ada Ss yang menjawab. Selanjutnya ET menunjuk beberapa nama Ss untuk diberikan pertanyaan dan dijawab dengan singkat. ET memberikan pujian untuk jawaban benar. ET juga menerangkan arti dari kalimat-kalimat percakapan tokoh-tokoh dalam video. Ada pengumuman lewat pengeras suara yang terhubung dengan *speaker* ruang laboratorium. Ss sedikit gaduh. ET kembali melanjutkan setelah pengumuman selesai. ET memberikan pertanyaan sambil menerangkan arti kosakata baru dalam dialog. ET memberikan petunjuk untuk memancing Ss menebak arti kosakata baru. Ss sebagian besar diam dan hanya beberapa Ss yang aktif menebak. ET menjelaskan tentang ekspresi-ekspresi Bahasa Inggris yang ada dalam video dan cara penggunaannya. ET memutar kembali video yang sempat dihentikan. Setelah selesai, ET memberitahukan akan ada latihan *listening* setelah menyaksikan video. Pemutaran video diulang sampai 3 kali sesuai permintaan Ss. Pada pemutaran kedua dan ketiga, ET menayangkan video beserta teks Bahasa Inggris. Setelah pemutaran kedua, ET menyuruh Ss untuk menyiapkan selembar kertas sebagai lembar jawab dan menjelaskan tugas yang akan dikerjakan Ss nanti. ET melarang Ss untuk mencatat apapun. Pada pemutaran ketiga, ET membagikan latihan *listening* berupa dialog rumpang untuk diisi saat melihat tayangan video tanpa teks nanti. ET membuat kesepakatan dengan Ss untuk pulang lebih akhir untuk menyelesaikan latihan.

Setelah tayangan video beserta teks selesai, ET mengulang lagi perintah untuk mengisi dialog rumpang. ET memutar video tanpa teks sebagai latihan. Bel tanda jam pelajaran berakhir sudah terdengar, tetapi ET melanjutkan. Penayangan video tanpa teks dilakukan dua kali atas kesepakatan ET dan Ss. Setelah penayangan selesai, ET menyuruh Ss mengumpulkan pekerjaan di meja ET di ruang guru. ET menutup kelas dengan memberi salam.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

Field note 2

Rabu, 19 September 2012

(08.25-9.35)

R ke sekolah untuk mengadakan pre test di kelas 7B. Sesuai dengan hasil uji coba pre tes di kelas lain (7A), R dan ET sepakat untuk melakukan beberapa hal guna memperlancar pelaksanaan pre tes. Pertama, R terlebih dahulu mengajarkan fungsi-fungsi bahasa sebelum mengadakan pre tes karena ada poin fungsi bahasa yang belum diketahui Ss, yaitu tentang cara menanyakan kebangsaan seseorang. Kedua, saat pre tes berlangsung, hanya Ss yang mendapat giliran yang akan masuk ke dalam kelas, sedangkan sisanya menunggu di luar untuk berlatih bersama pasangan masing-masing. Ketiga, untuk membiasakan Ss dengan keberadaan alat perekam video, R merekam Ss yang mendapat giliran mempragakan dialog menggunakan kamera handphone.

Sebelum melaksanakan pre test, Ss diberitahu oleh R tentang tujuan diadakan pre test. Ss mendengarkan penjelasan R tentang pelaksanaan teknis pre test dan sebagian Ss aktif bertanya kepada R tentang mekanisme pre test. R meminta 2 orang Ss untuk maju ke depan kelas sebagai model dengan tujuan agar Ss lebih memahami mekanisme pre tes yang akan dilaksanakan. Dua Ss laki-laki maju ke depan dengan sukarela. R menayangkan kartu peragaan yang akan digunakan dalam pre tes dan menjelaskan lebih lanjut tentang fungsi-fungsi bahasa yang diperlukan dalam pelaksanaan pre tes. R menanyakan kepada Ss tentang fungsi-fungsi bahasa yang belum diketahui yang diperlukan untuk percakapan dalam pre tes yang akan dilaksanakan. Ss belum mengetahui cara menanyakan kebangsaan seseorang yang ada dalam kartu peragaan. Selanjutnya R mengajarkan fungsi-fungsi bahasa yang sudah dan belum dikuasai Ss. Secara bersama-sama Ss diminta melafalkan pengucapan yang benar dalam menggunakan fungsi-fungsi bahasa tersebut. Setelah Ss dibekali informasi tersebut, dua Ss yang sukarela menjadi model mempragakan dialog spontan berdasarkan informasi yang tertera dalam kartu peragaan menggunakan fungsi-fungsi bahasa yang dilatihkan.

Hasil pre tes menunjukkan bahwa sebagian Ss ada yang sudah memperagakan percakapan sesuai dengan fungsi-fungsi bahasa yang diajarkan, namun ada beberapa Ss yang lupa susunan gramatikal yang benar untuk menyampaikan fungsi bahasa tertentu. Sebagian Ss masih salah dalam pengucapan kosakata bahasa Inggris yang telah dilatihkan dan sebagian yang lain sudah benar pengucapannya. Beberapa Ss ada yang tampak grogi dengan keberadaan kamera perekam video dan yang lain terlihat tidak bermasalah dengan keberadaan kamera perekam. Ada Ss yang mau menjadi sukarelawan saat ada Ss yang belum memiliki pasangan untuk melakukan pre tes. Tes berakhir tepat waktu saat jam pelajaran habis.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

Field note 3

Jumat, 20 September 2012

(08.25-9.35)

R datang ke sekolah untuk melakukan observasi kelas *speaking* yang menggunakan perangkat audio visual. Aliran listrik di ruang laboratorium bahasa yang akan digunakan untuk kegiatan belajar mengajar padam. Tidak ada pihak yang mengetahui cara memperbaiki listrik selain teknisi yang bertugas mengurus aliran listrik sekolah. Teknisi tersebut tidak hadir sehingga kelas dipindahkan ke ruang kelas biasa. Kegiatan belajar mengajar diganti dari rencana semula untuk mengajarkan *speaking* menjadi pembahasan soal-soal les Bahasa Inggris yang telah dikerjakan.

Selama proses belajar mengajar, ET berdiri di dekat papan tulis dan di tengah kelas deretan depan. Suara ET kurang lantang jika didengarkan dari deretan belakang. ET menjelaskan materi dengan cara memberi penjelasan secara langsung dan dengan ilustrasi untuk ditebak oleh Ss. Selama KBM, Ss laki-laki aktif berkomentar dan berpartisipasi dalam kelas. Ss perempuan tidak ada yang berkomentar saat ET melontarkan pertanyaan untuk seluruh Ss. Ketika ada Ss yang ribut, ET menegur dengan cara menyuruh menjawab soal yang sedang dibahas. Kelas berakhir tepat waktu saat bel tanda istirahat berbunyi.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

S : student

Field note 4

Rabu, 26 September 2012

(08.25-9.35)

R dan ET masuk lab bahasa yang sebelumnya digunakan oleh mahasiswa PPL. ET memberi salam dalam bahasa Inggris dan direspon Ss. ET mengingatkan materi pelajaran minggu lalu. ET menyampaikan topik pembelajaran hari itu, yaitu *asking for information*. ET bermaksud menayangkan materi menggunakan Power Point dan video tetapi muncul kendala teknis, yaitu perangkat Winamp sebagai pemutar video tidak bisa dioperasikan. R menyuruh mahasiswa PPL yang masih di dalam ruangan untuk memanggil teknisi. Ss ribut menunggu ET dan teknisi yang sedang sibuk mengurus perangkat Winamp yang tidak berfungsi.

Setelah video berhasil ditayangkan menggunakan perangkat Winamp, ET melanjutkan pelajaran dengan menayangkan materi lewat Power Point yang ditayangkan lewat masing-masing monitor Ss. Satu S terlihat ribut ketika Ss yang lain mengamati tayangan. ET menegurnya. ET menyampaikan tujuan R yang mengadakan penelitian di kelas tersebut dan tujuan pembelajaran hari itu. Ss akan diminta praktek percakapan di akhir pelajaran nanti.

ET meminta Ss memperhatikan tayangan video tentang *asking for information*. ET memberi pertanyaan kepada Ss tentang peran tokoh-tokoh yang ada di dalam video. Ss merespon bersama-sama. ET menayangkan video beserta transkripnya untuk memberikan fungsi-fungsi bahasa yang dipakai dalam video untuk *asking for information*. ET bertanya tentang topik yang dibicarakan dalam video. Ss menjawab tidak tahu. ET mengulang tayangan berkaitan dengan topik yang dimaksud dan memberi ilustrasi untuk membantu Ss menemukan jawabannya. ET menyuruh Ss melafalkan dan menerjemahkan secara bersama-sama ungkapan yang ditayangkan dalam video. ET menanyakan arti kata “embassy” yang ada dalam video. Ss tidak ada yang menjawab. ET memberikan ilustrasi untuk membantu Ss menjawab. S laki-laki menebak artinya dengan benar. ET memberi

pujian. ET menjelaskan bahasa yang digunakan dalam video sesuai konteks. Ada kalimat dalam video yang menanyakan siapa yang tidak pernah belajar. Ada Ss yang menjawab bahwa dirinya tidak pernah belajar. Ss yang lain tertawa. ET memberi motivasi Ss untuk belajar seperti moto sekolah. ET kembali menerangkan materi dan meminta Ss melafalkan ekspresi-ekspresi tersebut secara bersama-sama dan digilir per deretan. ET memperdengarkan audio *pronunciation* dalam handphone ET, namun tidak bisa terdengar oleh Ss.

ET menyuruh Ss menghafalkan dialog sebelum praktek di depan kelas. Ss ribut mencari pasangan untuk praktek dialog. ET menegur Ss untuk tidak ribut saat mencari pasangan. ET memberi waktu 1 menit untuk berlatih bersama pasangan. Ss berpecah dan duduk bersama dengan pasangan masing-masing. Ada 6 Ss laki-laki maju ke depan kelas untuk bertanya pada ET tentang cara pengucapan kata-kata tertentu. Setelah Ss laki-laki kembali ke tempat duduk, beberapa Ss perempuan maju untuk bertanya juga tentang pengucapan kata-kata tertentu. Setelah mendapat penjelasan, mereka kembali ke tempat duduk. Suasana kelas riuh saat latihan berlangsung.

ET berkeliling ruangan untuk melihat latihan Ss yang ada di bagian belakang. ET kembali ke depan kelas untuk meminta satu pasangan yang sudah hafal untuk mencoba praktek dari tempat duduknya. Satu pasangan Ss laki-laki yang sudah hafal menyediakan diri untuk praktek. Selanjutnya satu pasangan Ss perempuan ikut mencoba praktek berdialog. Dua pasangan Ss laki-laki selanjutnya menyusul mencoba memperagakan dialog. Satu pasangan Ss laki-laki yang terakhir memperagakan dialog dengan berdiri dari tempat duduk dan didengarkan oleh Ss yang lain. Ss bertepuk tangan setelah mereka selesai berdialog. Dua pasangan Ss perempuan memperagakan dialog dengan berdiri dari tempat duduknya juga.

ET menyuruh Ss nomor presensi 2 dan pasangannya diminta maju praktek ke depan kelas. Mereka hafal dialog tetapi intonasi masih seperti membaca. Ss nomor presensi 25 dan pasangannya diminta maju memperagakan dialog. Mereka bercanda saat mempraktekkan dialog. Mereka hafal dialog tetapi pengucapan kata-kata masih ada yang salah dan intonasi seperti membaca. Ss nomor presensi 26 dan pasangannya secara sukarela praktek berdialog. Mereka hafal dialog dan pengucapan kata-kata serta intonasi sudah tepat. Ss perempuan secara sukarela praktek dialog setelahnya. Mereka hafal dialog tetapi masih salah saat mengucapkan kata “about”. Karena bel pelajaran telah berbunyi, tidak semua Ss bisa maju praktek berdialog. Kelas diakhiri setelah bel berbunyi.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

C : Collaborator

Field note 5 (Cycle 1, Meeting 1)

Jumat, 28 September 2012

(08.25-9.35)

R masuk ruangan laboratorium bahasa sebelum bel masuk pergantian jam. R menyiapkan media yang akan digunakan untuk mengajar. ET sebagai kolaborator tidak dapat hadir karena ada keperluan dinas. R mengganti kolaborator dengan mahasiswa UNY jurusan Pendidikan Bahasa Inggris yang juga bertugas mendokumentasikan foto-foto selama KBM berlangsung.

Ss masuk kelas dan memposisikan diri di tempat duduk masing-masing. C hadir setelah semua Ss masuk ruangan. C masuk ruangan dan duduk di pojok depan ruangan.

R memberi salam pada Ss dengan menggunakan sapaan “How’s life?” dan Ss hanya tertawa. R mengingatkan kembali bahwa sapaan tersebut pernah diajarkan oleh R saat pre test. Ada Ss yang ingat cara menjawabnya dan mengucapkannya. R memberi pujian. R menanyakan Ss yang tidak hadir. Semua Ss hadir. R mengingatkan materi pertemuan yang lalu. Hanya beberapa Ss yang merespon pertanyaan. R menyampaikan tujuan pembelajaran hari itu. R memberi pertanyaan untuk seluruh Ss tentang pertanyaan yang biasa ditanyakan kepada orang yang baru dikenal. Ss menjawab bersama-sama tetapi tidak keseluruhan. R menunjuk salah satu Ss laki-laki untuk menjawab pertanyaan tersebut. Salah satu Ss perempuan ada yang ikut menjawab. Ketika R meminta Ss yang ikut menjawab untuk tunjuk tangan ketika menjawab, Ss tersebut mengatakan, “Nggak mau jawab kalo harus tunjuk tangan.” R berpindah kepada Ss lain yang mau tunjuk tangan dan menjawab pertanyaan. R memberi pujian untuk masing-masing Ss yang mau menjawab pertanyaan. R kembali ke depan kelas untuk mengambil *handout* dan membagikannya kepada Ss per deretan. Karena kursi dan meja perangkat laboratorium bahasa sudah ditata secara permanen dan tidak ada celah untuk berjalan hingga ke bagian belakang ruang lab, R membagikan *handout*

dengan cara meminta Ss yang duduk di bagian depan untuk mendistribusikannya ke belakang. R tidak bisa berkeliling kelas karena posisi tempat duduk Ss tidak memungkinkan untuk diubah agar ada celah untuk berkeliling kelas.

R meminta Ss untuk mengamati dan mempelajari fungsi-fungsi bahasa yang tertulis dalam *handout*. R memberikan penjelasan tentang cara mengucapkan ekspresi-ekspresi tersebut, fungsi dari ekspresi-ekspresi tersebut, dan meminta Ss untuk melafalkannya per deretan. Sebagian besar Ss memperhatikan penjelasan R. Sebelum menayangkan video, R meminta Ss menggarisbawahi fungsi-fungsi bahasa tentang *asking and giving personal information* yang ada dalam transkrip. R meminta Ss menjawab pertanyaan secara lisan tentang fungsi-fungsi bahasa yang telah ditemukan dalam transkrip video. Ss dapat mengidentifikasi fungsi-fungsi bahasa tersebut dengan benar. Selanjutnya R menayangkan video tentang *asking and giving personal information* melalui monitor masing-masing siswa. Ketika ditemukan kata-kata yang kurang yakin dengan pengucapannya yang benar, R meng-install software kamus elektronik *Cambridge Advanced Learner Dictionary Version 3 (CALD 3)*. R berinisiatif menggunakan kamus tersebut karena pada pertemuan yang lalu ET kesulitan mengajarkan *pronunciation* menggunakan kamus dalam handphone ET. Setelah software berhasil dioperasikan, R menjelaskan beberapa kata-kata baru serta arti dan pengucapannya menggunakan software CALD 3. Ss tampak antusias dan menirukan sendiri pengucapannya setelah *pronunciation* dari kamus diperdengarkan. Ss meminta R mencari arti dan pengucapan dalam kamus CALD 3. Semua Ss memperhatikan penjelasan R.

Ada satu monitor yang mati sehingga Ss yang menggunakan monitor tersebut tidak bisa melihat tayangan. R meminta Ss tersebut untuk melihat tayangan dari monitor di sebelahnya. Satu *headset* ada yang mati sehingga Ss yang menggunakan *headset* tersebut tidak bisa mendengarkan suara dalam video. R meminta Ss tersebut untuk bergantian mendengarkan menggunakan *headset* teman sebelahnya. R melihat cara tersebut tidak berhasil sehingga kedua Ss yang bermasalah dengan perangkat komputernya diminta duduk di meja guru untuk menyimak video. Satu Ss memberitahu R cara menggunakan pengeras suara kelas. R melakukan instruksi tersebut dan pengeras suara kelas bisa digunakan. Ss yang tadi duduk di meja guru diminta kembali ke tempat duduk masing-masing.

Setelah semua video ditayangkan, R meminta beberapa Ss perempuan untuk maju ke depan kelas mempraktekkan percakapan dalam video dengan membawa transkrip. Video yang dipilih R untuk dipraktekkan adalah video dengan percakapan terpendek terlebih dahulu dengan maksud agar video lain dengan transkrip lebih panjang bisa dipraktekkan setelahnya. Ketiga Ss yang diminta

maju mempraktekkan percakapan dengan menutupi wajah mereka menggunakan *handout* dan bersuara lirih sehingga Ss lain tidak ada yang mendengar. Ss yang tidak diminta maju menjadi ribut. R menyuruh Ss yang maju praktek untuk berdiri lebih dekat dengan bangku deretan depan dan meminta mereka menurunkan posisi *handout* yang menutupi wajah mereka. Namun, suara mereka tetap lirih saat mengulangi percakapan tersebut. Setelah percakapan selesai, R berterimakasih pada ketiga Ss tersebut dan menyuruhnya kembali ke tempat duduk.

R meminta Ss lain untuk mempraktekkan percakapan dalam video bagian keempat yang di dalamnya terdapat beberapa kata-kata baru yang masih asing dan sudah diperdengarkan *pronunciation*-nya sebelumnya. R menunjuk beberapa Ss tetapi tidak mau maju karena R meminta Ss laki-laki berpasangan dengan Ss perempuan seperti dalam video. Akhirnya R meminta Ss laki-laki maju dengan teman laki-laki yang dipilih. Mereka mempraktekkan dengan baik seperti dalam video yang telah ditayangkan. R mengajak Ss lain untuk ikut berkomentar dengan dialog *asking and giving personal information* yang diganti subjeknya dengan teman mereka sendiri. Beberapa Ss antusias merespon dengan bahasa Indonesia. Setelah Ss selesai mempraktekkan dialog, R berterimakasih dan memberi pujian serta menyuruhnya kembali ke tempat duduk.

R meminta Ss membentuk kelompok untuk pembuatan video seperti yang pernah disampaikan pada pertemuan sebelumnya. Ss tidak mau dipilhkan anggota kelompoknya oleh R dan memilih untuk mencari anggota kelompok sendiri. Dua orang Ss perempuan belum memiliki kelompok. R membujuk kelompok lain untuk bersedia mengambil Ss yang belum punya kelompok. Satu Ss sudah punya kelompok, tetapi satu Ss yang lain belum ada yang mau mengambilnya untuk dijadikan anggota kelompok. Akhirnya R melakukan pendekatan pada Ss yang lain agar mau merekrut satu orang tersebut. Setelah beberapa lama, akhirnya ada kelompok yang bersedia berkelompok bersama Ss tersebut. Setelah semua kelompok selesai terbentuk, R meminta tiap-tiap kelompok untuk menuliskan nama dan nomor absen masing-masing anggotanya. Bel tanda istirahat berbunyi. Ss mengumpulkan lembar nama anggota kelompok yang diminta dan kelas diakhiri.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

C : Collaborator

Field note 6 (Cycle 1, Meeting 2)

Rabu, 3 Oktober 2012

(08.25-9.35)

R masuk ke laboratorium bahasa bersama C. ET tidak ikut serta karena membimbing mahasiswa PPL. Ss masuk ruangan dan menempatkan diri di tempat duduk masing-masing. R memberi salam dan menanyakan kabar. R mengecek kehadiran Ss. Ada dua Ss yang tidak masuk, yaitu nomor 26 dan 31.

(LEAD-IN)

R memberitahu Ss tentang kegiatan yang akan dilakukan pada hari itu, yaitu melanjutkan kegiatan bersama kelompok *video making* yang telah dibentuk sebelumnya. R menayangkan hasil pembagian kelompok *video making* yang telah disusun oleh R. Ss juga diberitahu tentang aspek-aspek yang dinilai dalam *video making project*. Setelah memberitahu instruksi untuk tugas yang akan dilakukan pada hari itu, yaitu membuat dialog tentang *asking and giving personal information* untuk diperagakan dalam video sesuai dengan setting tempat yang telah ditentukan oleh R. Selanjutnya R memanggil masing-masing kelompok untuk mengecek apakah setiap kelompok memiliki alat perekam video. Semua kelompok memilikinya tetapi ada satu kelompok yang mengatakan tidak dapat mengoperasikannya. R mengatakan akan mengajarnya. Setelah Ss dipastikan memiliki alat perekam video dan memahami tugas yang harus dilakukan hari itu, R meminta Ss untuk pindah ke ruang kelas biasa agar Ss dapat duduk berkelompok untuk melakukan tugas.

(SEMI GUIDED PRACTICE)

R mengkondisikan Ss untuk duduk bersama kelompok masing-masing. R memberikan instruksi tambahan mengenai durasi video yang akan dibuat, aspek-aspek yang akan dinilai, dan batas waktu mengumpulkan dialog. Setelah semua Ss paham, R berkeliling kelas untuk menanyakan kesulitan dan membantu masing-masing kelompok. Semua kelompok aktif bertanya kepada R. Sebagian besar Ss meminta R untuk membantu mencari ide cerita serta tata bahasa yang diperlukan. R menyuruh Ss yang memiliki kamus untuk mencoba mencari sendiri kata-kata yang diperlukan. R melihat ada kecenderungan Ss menggunakan kosakata dan ide cerita yang diberikan dalam materi sebelumnya untuk membuat skrip. Ada kelompok yang mengembangkan ide mereka sendiri dan menggunakan kosakata yang belum pernah diajarkan oleh ET maupun R.

Pada pergantian jam, ada dua Ss yang meminta izin untuk mengikuti latihan lomba hadrah dan tidak dapat mengikuti pelajaran hingga jam pelajaran berakhir. R mengizinkan. Dua kelompok yang ditinggalkan oleh dua anggotanya mengalami kesulitan membuat skrip. R membantu kedua kelompok tersebut. Di akhir jam pelajaran, hanya ada 3 kelompok yang sudah selesai membuat skrip sedangkan 5 kelompok yang lain belum selesai. R menyuruh kelompok yang belum selesai untuk melanjutkan di rumah dan mengumpulkan pada pertemuan selanjutnya. R menutup kelas pada hari itu.

Ada Ss yang bermasalah dengan kelompoknya dan mengutarakannya pada C dan R setelah jam pelajaran melalui SMS. Ss tersebut adalah salah satu Ss yang tidak memiliki kelompok saat pembentukan kelompok. R memberikan motivasi kepada Ss tersebut untuk berbesar hati dan melakukan peran dalam kelompok sebaik-baiknya agar nilainya bagus. Ss tersebut mau menerima nasehat R.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

UNY Ss

Field note 7 (Cycle 1, Meeting 3)

Jumat, 19 Oktober 2012

(08.25-9.35)

R datang ke sekolah bersama dua UNY Ss. Mereka bertugas untuk mengawasi kelompok-kelompok yang ditunjuk dan sebagai kolaborator. R masuk ke ruang kelas untuk menerangkan kegiatan yang akan dilakukan pada hari tersebut, yaitu merekam video yang pertama. R bertanya berapa kelompok yang sudah siap. Ada satu kelompok yang teks hasil revisinya hilang dan belum diketik. Ada dua kelompok yang anggotanya tidak lengkap karena tidak masuk sekolah. R dan ET bermusyawarah sebentar dan memutuskan bahwa kelompok-kelompok yang tidak mungkin untuk merekam video pada hari tersebut agar merekam di lain waktu dan harus sudah bisa ditayangkan hasilnya pada hari Rabu (pertemuan yang akan datang).

Kelompok A,B,C,D dipandu oleh dua UNY Ss yang masing-masing memandu dua kelompok di tempat yang berbeda. Kelompok A dan B mengambil lokasi di kantin sekolah, sedangkan kelompok C dan D mengambil lokasi di ruang kelas. Kelompok E dan F dipandu oleh ET dan mengambil lokasi di perpustakaan sekolah. Kelompok G dan H dipandu oleh R dan mengambil lokasi di aula sekolah. Setelah semua Ss siap dengan pemandu masing-masing, semua keluar menuju tempat yang telah ditentukan tersebut.

Kelompok G yang dipandu oleh R adalah salah satu kelompok yang anggotanya tidak lengkap sehingga tidak dapat merekam video pada hari itu. R meminta kelompok H mempersiapkan diri dan meminta kelompok G untuk membantu kelompok H. R melihat kelompok H belum siap untuk direkam dan R memberi waktu kepada kelompok H untuk berlatih terlebih dahulu. Kelompok G bertanya kepada R tentang pengucapan beberapa kosakata yang aada dalam skenario mereka. Setelah kelompok H sudah siap, R menyuruh salah satu Ss dari kelompok G untuk merekam percakapan mereka. Ss ada yang masih lupa skenario sehingga

pengambilan gambar ditunda untuk mereka berlatih lagi. Setelah melakukan pengambilan gambar, R meminta Ss melihat ulang rekaman yang telah diambil. Suara dari video tersebut tidak terdengar sehingga pengambilan gambar diulang lagi. R menawarkan untuk menggunakan kamera digital yang telah disiapkan untuk cadangan. Setelah dilakukan pengambilan gambar ulang, R meminta transkrip percakapan yang kelompok H. R melihat kalimat yang janggal tata bahasanya padahal telah direvisi sebelumnya. R mengoreksi kalimat tersebut dan menyuruh kelompok tersebut mengambil gambar lagi. Pada saat pengambilan gambar yang terakhir, ada suara mesin dari luar yang mengganggu suara percakapan. Beruntung suara tersebut tidak begitu jelas sehingga suara percakapan masih dapat didengar. Setelah pengambilan gambar selesai, R dan Ss kembali ke kelas. Karena jam pelajaran telah berakhir, R mempersilakan Ss untuk istirahat.

R meninjau kelompok yang mengambil gambar di kelas. R mendapati kelompok tersebut telah selesai melakukan pengambilan gambar. R bertanya tentang jalannya aktifitas tadi kepada Ss dan UNY Ss yang berada di kelas. Ss mengeluh karena suara mesin yang terdengar sangat mengganggu percakapan dalam video. Akibatnya, ada percakapan yang tidak terdengar. Ss berkata kepada R akan mengedit video terlebih dahulu agar hasil akhirnya bagus. Kelompok tersebut akan memotong bagian video yang terganggu suara mesin dan menggabungkan video yang telah diambil sebelumnya.

Selanjutnya R meninjau kelompok yang berada di kantin. Ss di sana tidak berhasil mengambil gambar dengan baik karena diganggu oleh kakak-kakak kelas yang membeli makanan setelah berolahraga. Ada kelompok yang akan mengulang pengambilan gambar. R mengingatkan agar semua bisa selesai sebelum hari Rabu karena pada hari tersebut, mereka akan menonton hasil dari rekaman video pertama.

R menuju ke perpustakaan sekolah dan Ss di sana tidak ada yang berhasil mengambil gambar dengan baik karena banyak Ss kelas lain yang masuk ke perpustakaan dan ada Ss yang sakit perut di pertengahan proses pengambilan gambar. Kedua kelompok tersebut berencana mengulang pengambilan gambar di hari lain. R mengingatkan agar semua bisa selesai sebelum hari Rabu.

Selanjutnya R meminta saran kepada kedua UNY Ss dan ET sebagai kolaborator. UNY Ss yang mengawasi di kantin menyarankan agar di siklus selanjutnya mencari tempat lain yang tidak banyak gangguan dari luar untuk perekaman video. ET menyarankan agar Ss diberi waktu khusus untuk berlatih terlebih dahulu dan merekomendasikan penggunaan satu ruangan yang sama untuk pengambilan video siklus berikutnya. ET memberitahu R bahwa ada seorang Ss

yang setiap kali mendapat giliran berperan sesuai dengan skenario, merasa mual dan akan muntah. Hal tersebut menghambat pelaksanaan pembuatan video sehingga pada hari tersebut kelompok yang bersangkutan belum bisa membuat videonya. UNY Ss yang mengawasi kelompok yang membuat video di ruang kelas melaporkan bahwa masih ada dua Ss yang salah *pronunciation* ketika melakukan percakapan.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

UNY Ss: UNY student as collaborator

Field note 8 (Cycle 1, Meeting 4)

Rabu, 24 Oktober 2012

(07.00-08.20)

R masuk ruangan laboratorium bahasa diikuti oleh Ss. Semua kursi di laboratorium bahasa sedang diperbaiki. R berdiskusi dengan ET tentang hal tersebut dan memutuskan agar Ss belajar dengan duduk di atas karpet. UNY Ss masuk untuk mendokumentasikan dan mengamati KBM.

R menyampaikan kegiatan pembelajaran yang akan dilakukan, yaitu menayangkan video hasil rekaman dan memberikan penilaian serta feedback terhadap rekaman-rekaman video Ss. Ada tiga video yang belum dikumpulkan karena berbagai hal. Komputer induk di laboratorium bahasa juga tidak dapat dinyalakan sehingga kegiatan pembelajaran tidak dapat menggunakan perangkat komputer yang tersedia. R memutuskan untuk menunda penayangan dan penilaian video-video Ss. Sebagai gantinya, R menyampaikan materi baru yang rencananya akan disampaikan pada pertemuan yang akan datang untuk mengisi pertemuan hari itu. Karena materi yang akan disampaikan membutuhkan perangkat untuk menayangkan video, ET membantu R untuk memasang LCD dan laptop.

R membagikan handout tentang asking for and giving information about family. Ss masih ribut dan belum menempatkan diri. R mengkondisikan Ss untuk duduk di tempat yang nyaman untuk menonton tayangan pada layar LCD. Ss laki-laki memilih duduk di depan sedangkan Ss perempuan memilih di deretan belakang. Setelah semua Ss sudah menempatkan diri, R memulai penyampaian materi.

R memberikan pertanyaan kepada Ss tentang siapa yang pernah bercakap-cakap dengan teman sekelasnya mengenai keluarga. Ss laki-laki yang pernah melakukan hal yang dimaksudkan mengacungkan jari. R bertanya lagi tentang pertanyaan apa saja yang ditanyakan saat bercakap-cakap tentang keluarga. Ss laki-laki mengacungkan jari dan menjawab dengan berebutan. Ss laki-laki yang lain bersahutan menjawab. Ss perempuan tidak ada yang menyahut.

R meminta Ss untuk membaca handout halaman pertama yang isinya tentang ekspresi-ekspresi untuk asking and giving information about family. R menjelaskan satu per satu fungsi-fungsi bahasa tersebut. Ss terlihat tidak fokus pada materi yang disampaikan sehingga R memutuskan untuk menayangkan video pembelajaran lebih awal. Saat video mulai diputar, semua Ss memperhatikan tayangan dan kelas lebih tenang. Karena ada bagian percakapan yang bersifat humor, Ss banyak yang tertawa dan minta diputarkan kembali. R tidak memutar kembali saat itu. Sebaliknya R memberikan pertanyaan tentang apa saja yang ditanyakan oleh speaker 1 dari tayangan tadi. Ss laki-laki menjawab bersahutan. R memberikan pujian untuk jawaban yang benar. Selanjutnya Ss diminta untuk membuka halaman kedua handout yang telah dibagikan. R meminta Ss menjodohkan kalimat-kalimat yang tersedia dalam kolom dengan transkrip dialog rumpang dari video yang telah diputarkan. R memberi waktu 5 menit.

Setelah lima menit, R dan Ss membahas bersama-sama pekerjaan Ss. R meminta satu Ss menjawab pertanyaan nomor satu secara lisan. Ss laki-laki berebut menjawab dengan mengacungkan jari dan berteriak-teriak. Setelah empat pertanyaan dijawab oleh Ss laki-laki, R memberikan kesempatan kepada Ss perempuan untuk menjawab tetapi tidak ada satu pun yang mau. R menunjuk Ss perempuan yang duduk di belakang untuk menjawab. Ss tersebut bersuara lirih dalam menjawab. R memberikan pujian dan mengucapkan terimakasih.

R meminta Ss untuk menirukan kalimat-kalimat dalam halaman pertama handout setelah R mengucapkannya. Semua Ss menirukan persis seperti yang dicontohkan oleh R. Selanjutnya R memutar video kembali dan meminta Ss memperhatikan cara native speakers dalam video dalam bercakap-cakap, meliputi pengucapan kosakata, intonasi serta ekspresi wajah. Setelah video selesai diputarkan, R meminta sukarelawan untuk mempraktekkan dialog dalam video dengan membaca transkrip dalam handout. Dua orang Ss laki-laki maju ke depan memperagakan percakapan tersebut dengan pengucapan, intonasi, dan ekspresi wajah mendekati sama dengan native speaker dalam video meskipun dengan tertawa-tawa saat tiba pada bagian yang lucu. R memberi pujian dan mengajak Ss lain untuk bertepuk tangan atas penampilan mereka. Selanjutnya R meminta satu pasang Ss perempuan untuk memperagakan dialog. Tidak ada Ss perempuan yang mau. R menunjuk salah satu Ss perempuan tetapi tetap tidak mau. R beralih kepada Ss yang lain dan akhirnya mau. Ss perempuan memperagakan percakapan dengan suara lirih dan masih terlihat malu. R memberi pujian dan mengajak Ss lain untuk bertepuk tangan atas penampilan mereka.

Ss meminta R untuk memutar video hasil rekaman yang telah dikumpulkan. R menyetujui karena masih ada sisa waktu. Saat video diputarkan, Ss laki-laki selalu

berkomentar yang membuat kelas sangat gaduh. R berhenti memutar video dan memperingatkan Ss untuk tidak berkomentar keras-keras agar semua bisa mendengarkan percakapan dalam video. Suara percakapan dalam video tidak jelas meskipun Ss sudah diam. Setelah video-video selesai ditayangkan, R memberikan feedback secara umum terhadap video-video yang sudah terkumpul. Semua percakapan dalam video tidak terdengar sehingga R tidak dapat memberikan feedback terhadap *pronunciation*, *intonation*, serta *language functions* dalam percakapan. Namun, R dan ET setuju bahwa Ss sudah terlihat berani untuk praktek percakapan dalam Bahasa Inggris di lingkungan sekolah. Mempertimbangkan hasil video yang tidak dapat terdengar jelas tanpa bantuan headset, R berencana akan menyiapkan mic untuk dipakai Ss saat melakukan perekaman yang akan datang.

Setelah penayangan video, R memberitahukan pada Ss agar membuat skrip percakapan dengan tema asking and giving information about family di rumah. R mengingatkan kelompok yang belum mengumpulkan video untuk segera mengumpulkan agar dapat ditayangkan dan dinilai semua. Setelah bel berbunyi, R menutup pelajaran.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

UNY Ss: UNY student as collaborator

Field note 9 (Cycle 2, Meeting 1)

Rabu, 31 Oktober 2012

(07.00-08.20)

KBM berlangsung di ruang AVA. R membuka pelajaran dan menanyakan apakah ada Ss yang tidak hadir. Semua Ss hadir. R menyampaikan kegiatan yang akan dilakukan pada hari itu, yaitu berlatih percakapan yang telah dibuat sebelumnya. R bertanya kelompok mana yang sudah selesai menulis percakapan. Hanya ada tiga kelompok yang sudah memulai menulis draft sedangkan lima kelompok lainnya belum membuat sama sekali. R memberi waktu Ss untuk mengerjakan skrip percakapan bersama dengan kelompok masing-masing.

R meminta kelompok yang sebelumnya belum mengumpulkan video untuk mengumpulkan dulu. Dua dari tiga video yang belum dikumpulkan terinfeksi virus sehingga tidak bisa dibaca oleh komputer. Dua kelompok tersebut akan mengumpulkan di pertemuan yang akan datang. R berpesan agar Ss memastikan file tersebut tidak terinfeksi virus.

R mengadakan refleksi terhadap kegiatan yang lalu. R menghampiri S yang memiliki masalah terhadap keberadaan kamera. S tersebut membenarkan bahwa dia merasa mual jika sedang grogi. R memberi saran agar dia berlatih menggunakan kamera lebih sering sebelum direkam.

R mengkondisikan tempat duduk dengan menyuruh Ss membuat posisi kursi melingkar dengan teman sekelompoknya. R menghampiri kelompok yang berada di barisan depan. Mereka belum memiliki ide untuk membuat skenarion dan percakapan. R bertanya kepada seluruh kelas apakah perlu ditayangkan kembali video tentang *asking and giving information about family* yang sudah ditayangkan minggu lalu. Semua Ss menjawab iya. R memutar video tersebut satu kali dan berpesan pada Ss untuk mengembangkan idenya lebih kreatif daripada video yang telah ditayangkan. R menjumpai beberapa kelompok menggunakan skenario yang mirip dengan video model dan ada yang mengembangkan ide yang beda dari model yang ditayangkan.

Di sela-sela Ss mengerjakan skrip, ET mengajak R membicarakan hasil siklus 1. ET belum sempat melihat semua tayangan video melalui laptop pribadinya untuk menilai kemampuan bahasa Inggris Ss dalam praktek video making. ET hanya memberikan tanggapan bahwa Ss terlihat sudah lebih percaya diri untuk praktek percakapan menggunakan Bahasa Inggris dengan setting tempat seputar lingkungan sekolah. ET menambahkan bahwa tampaknya penggunaan video making project untuk meningkatkan kemampuan speaking Ss memang memerlukan input dari guru dan sumber lain dan latihan sebelumnya agar Ss menguasai materi fungsi-fungsi bahasa yang beragam untuk membuat video. ET menganggap proses video making project di siklus pertama kemarin memberikan pengalaman untuk pembuatan video di siklus berikutnya dan diharapkan hasilnya akan lebih baik. ET kemudian keluar dari ruang AVA.

R memonitor proses pembuatan skrip percakapan Ss dan memberikan bantuan. Ruangan yang dipakai lebih kondusif karena R dapat memantau Ss dengan leluasa. Ss juga dapat berkomunikasi lebih baik dengan anggota kelompoknya karena tidak terhalangi meja yang besar seperti di ruang kelas biasa. UNY Ss yang mengamati proses tersebut berkomentar bahwa kegiatan diskusi lebih baik dan semua Ss sudah ikut berpartisipasi dalam kelompok masing-masing untuk segera menyelesaikan tugas. Ada kelompok yang sudah selesai dan segera berlatih percakapan dengan kelompoknya. Ada beberapa Ss berjalan-jalan untuk melihat tugas kelompok lain dan bermain-main. R mengambil mainan yang digunakan Ss untuk bermain selama proses diskusi dan memerintahkannya kembali ke tempat duduk dan melanjutkan bekerja dengan kelompoknya. R berkesempatan untuk bertanya kepada Ss perempuan yang pada pertemuan sebelumnya tidak mau maju mempraktekkan percakapan. Saat ditanya oleh R alasan mengapa tidak mau mempraktekkan, Ss tersebut hanya tersenyum. R menanyakan pertanyaan yang sama kepada beberapa Ss perempuan lain dan mereka menjawab kalau mereka malu. Saat ditanya lebih lanjut, mereka tidak menjelaskan lebih lanjut alasannya.

R memanggil Ss dari masing-masing kelompok untuk mengambil undian untuk menentukan urutan shooting video pada pertemuan yang akan datang. Setelah semua Ss sudah mengambil, R mencatat urutan kelompok. R memberitahukan bahwa proses shooting akan mengambil lokasi laboratorium bahasa dengan cara memanggil kelompok yang mendapat giliran untuk masuk ruang laboratorium sedangkan sisanya berlatih dulu di ruang kelas biasa. R berpesan agar semua Ss sudah hafal percakapan yang diperankan serta membawa kamera pada pertemuan yang akan datang. Kelas diakhiri pada pukul 8.30.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

UNY Ss: UNY student as collaborator

Field note 10 (Cycle 2, Meeting 2)

Jumat, 2 November 2012

(08.20-09.50)

R menyiapkan mic untuk kegiatan perekaman video pada hari itu. Kegiatan perekaman dilakukan di dalam laboratorium bahasa. R membuka pelajaran dan menanyakan kabar Ss dalam bahasa Inggris menggunakan mic tersebut. Ss merespon secara serempak dalam bahasa Inggris. R menanyakan apakah ada Ss yang tidak masuk. Ss menjawab ada dua yang tidak masuk dan masing-masing anggota kelompok E dan F. R memberitahukan kegiatan yang akan dilakukan pada hari itu, yaitu perekaman video. R bertanya apakah semua kelompok sudah siap. Ss menjawab belum hafal percakapannya. R mengingatkan urutan kelompok yang akan melakukan perekaman, memberitahu fungsi mic yang dibawa oleh R, dan memberitahukan teknis pelaksanaan perekaman video. R bertanya apakah sudah jelas dan semua Ss menjawab sudah jelas. R meminta dua kelompok yang mendapat giliran pertama dan kedua untuk tinggal di kelas, sedangkan sisanya berlatih di ruang kelas biasa.

R meminta Ss untuk menata setting untuk perekaman menggunakan fasilitas yang ada. Saat proses perekaman, terjadi banyak kendala yang menyebabkan proses pembuatan video tidak dapat berjalan lancar. Kendala-kendala tersebut antara lain ketidakhadiran salah satu anggota kelompok yang tidak memungkinkan untuk membuat video saat itu juga, banyak Ss yang masih belum hafal percakapan yang harus diperankan, teks percakapan yang masih salah tata bahasanya karena teks yang dibawa bukan teks yang sudah direvisi, serta keterbatasan alokasi waktu mata pelajaran. R dan ET mengambil beberapa langkah untuk mengatasi kendala-kendala tersebut, antara lain memanggil kelompok lain yang sudah siap untuk melakukan pengambilan video, membetulkan tata bahasa yang masih salah sebelum dilakukan proses perekaman, membantu Ss memberi kode saat mendapat giliran berbicara, serta meminta Ss yang belum melakukan perekaman video pada hari itu untuk membuatnya di luar jam pelajaran dan harus dikumpulkan hasilnya dua hari sebelum penayangan semua hasil video.

Dalam satu pertemuan tersebut, baru ada tiga kelompok yang berhasil menyelesaikan pembuatan video, yaitu dua kelompok yang pada siklus pertama belum mengumpulkan hasil video dan satu kelompok yang mendapat giliran pertama untuk pengambilan gambar pada hari itu. Kelompok lain yang masih belum membuat video diminta untuk mengeraskan suara percakapan saat perekaman untuk mengantisipasi suara yang tidak terdengar seperti pada video siklus pertama. Saat bel akhir pelajaran berbunyi, kelas diakhiri.

Setelah kelas berakhir, R mengadakan refleksi dengan UNY Ss dan ET. Menurut UNY Ss, ide menggunakan mic dan memilih lokasi laboratorium bahasa untuk pembuatan video pada siklus kedua tersebut sudah bagus karena suara percakapan terdengar lebih jelas dibandingkan dengan siklus sebelumnya. ET dan UNY Ss berpendapat bahwa kendala yang terjadi pada pembuatan video siklus kedua disebabkan ketidaksiapan Ss dalam menyiapkan dan menghafalkan teks percakapan yang sudah direvisi guru serta keterbatasan waktu.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

Field note 11 (post test)

Rabu, 7 November 2012

(07.00-08.40)

KBM dilaksanakan di ruang AVA. R membuka pertemuan pada hari itu dengan memberi salam, menanyakan kabar, dan menanyakan Ss yang tidak hadir. Pada hari tersebut ada dua Ss yang berada di UKS dan dua orang tidak masuk sekolah sehingga tidak dapat mengikuti KBM. R menyampaikan rencana kegiatan pada hari tersebut, yaitu menayangkan semua video dari siklus pertama dan kedua. R meminta kelompok yang sudah membuat dan mengumpulkan video kedua untuk tunjuk tangan. Hanya ada dua kelompok dari Ss perempuan yang telah mengumpulkan kepada ET. R menegaskan bahwa semua kelompok harus sudah selesai menyelesaikan video kedua dan mengumpulkannya pada pertemuan selanjutnya. R berkata akan mengurangi nilai dari video-video yang terlambat dikumpulkan. Karena video belum bisa ditayangkan, R dan ET mengisi KBM dengan mengadakan post test.

Sebelum mengadakan post test, R memberi feedback secara umum untuk fungsi bahasa dan aspek-aspek speaking lainnya yang digunakan Ss dalam rekaman video pertama. Selanjutnya R menayangkan contoh kartu peraga yang akan digunakan untuk post test. R menjelaskan tata cara pelaksanaan post test, aspek-aspek yang akan dinilai, dan mengajak Ss berlatih bersama-sama agar Ss lebih memahami gambaran post test yang akan dilakukan. Setelah semua Ss memahami penjelasan-penjelasan tersebut, R meminta sepasang Ss untuk tetap tinggal di ruangan sedangkan sisanya menunggu giliran di luar.

Post test dilaksanakan seperti pre test, yaitu Ss berpasangan memperagakan percakapan sesuai dengan kartu peraga masing-masing sementara ET dan R menilai. Karena ada empat Ss yang tidak dapat mengikuti post test pada hari tersebut, maka ET dan R sepakat memberi giliran pada keempat Ss tersebut pada pertemuan selanjutnya. ET menilai bahwa kemampuan speaking Ss sudah meningkat meskipun ada beberapa Ss yang masih rendah kemampuannya. Namun, semua Ss meningkat kepercayaan dirinya dengan tidak terlihat grogi untuk mempraktekkan speaking hingga tahap post test.

FIELD NOTES

R : Researcher

ET : English Teacher

Ss : Students

Field note 12 (Cycle 2, Meeting 3)

Jumat, 9 November 2012

(08.25-9.35)

Kegiatan yang dilakukan pada hari tersebut adalah menayangkan seluruh video yang belum ditayangkan dari keseluruhan siklus yang dilaksanakan. Semua kelompok mengumpulkan videonya pada hari itu. R menayangkan video melalui LCD yang dipasang di ruang kelas.

Suara percakapan dalam video terdengar lebih jelas dan akting Ss dalam video lebih bagus dibandingkan dengan yang sebelumnya. Ss melihat tayangan video dengan antusias. Mereka berkomentar terhadap hal-hal yang lucu di dalam video yang diperagakan oleh teman-teman sekelas. R memberi feedback tentang aspek-aspek speaking skills, kerjasama tim, serta kreativitas mereka. R memuji kepercayaan diri mereka yang sangat terlihat, kerjasama tim yang baik, dan kreativitas mereka dalam mengembangkan ide dalam video. R meminta Ss berkomentar terhadap akting dan cerita yang dibawakan dalam video-video tersebut. Hanya ada dua Ss yang memberikan komentarnya. R memberi motivasi kepada Ss untuk terus belajar dan berlatih speaking lebih banyak. R juga berterimakasih atas kerjasama semua Ss dalam proyek pembuatan video tersebut.

APPENDIX C
INTERVIEW TRANSCRIPTS

Interview 1

7 Agustus 2012

R: researcher

T: teacher

R: Selamat pagi, Bu.

T: Selamat pagi

R: Ini mau tanya beberapa pertanyaan ya, Bu..berkaitan dengan pengajaran Bahasa Inggris di kelas. Nah, langsung ke pertanyaan pertama, ya Bu ya?

T: Iya, monggo silakan..

R: Nah, menurut Ibu bagaimana kemampuan Bahasa Inggris-nya siswa?

T: Karena saya mengajarnya di kelas 7 yang otomatis mereka berasal dari SD yang berbeda dan pembelajaran Bahasa Inggris di SD kan tentunya berbeda-beda pula, jadi ada yang sudah, ee, istilahnya punya kemampuan yang tinggi bagi mereka terutama yang dari SD-SD kota yang sudah mengikuti bimbingan-bimbingan. Ada juga yang masih nol dalam artian, ee, basic-nya masih, apa ya, masih sedikit sekali. Tentunya juga kemampuan mereka berbeda-beda.

R: Kalau yang paling menonjol itu di sebelah mana, Bu? Aspek yang , ee apa ya, yang agak kurang dari mereka?

T: Yang agak kurang mungkin ya di ... ee..ucapan sama intonasinya, Mbak ya..Kadang-kadang kalimat bukan kalimat tanya tapi mereka mengucapkannya dengan nada kalimat tanya. Kemudian, ee, apa ya, lagunya itu masih terpengaruh sekali dengan lagu ketika dia membaca teks Bahasa Indonesia, ee, ketika mereka di SD.

R: Nah, sekarang kalau waktu Ibu mengajar di kelas, itu yang paling menjadi permasalahan apa, Bu? Misalnya dari segi siswanya, dari segi waktu, atau apa gitu?

T: Saya kira yang paling menjadi permasalahan seperti tadi yang saya ungkapkan di pertanyaan pertama. Mereka punya basic yang sangat berbeda, jadi ada yang sudah tinggi sekali, ada yang masih baru pemula sehingga kita untuk menyamakan kemampuan mereka itu tentunya perlu kerja keras sehingga mereka yang tadi basicnya masih minim itu tidak terlalu ketinggalan. Mereka yang sudah punya basic tinggi sabar untuk menanti temannya yang masih harus

menyamakan, ee, kemampuannya. Saya kira itu yang paling menjadi problem dalam pengajaran saya.

R: Kemudian cara Ibu mengatasi kesulitan itu gimana, Bu?

T: Ya minimal memberikan motivasi, kemudian meminta pengertian pada mereka yang sudah punya kemampuan tinggi. Kemudian saya berharap atau saya menganjurkan kepada mereka yang sudah punya kemampuan tinggi untuk bisa men-share-kan atau sharing ke teman-temannya yang belum...ee..ini istilahnya yang pintar membagikan ke yang belum, yang belum tidak malu kepada mereka yang lebih bisa.

R: Nah, kalau aktifitas di kelas untuk berlatih itu seperti apa, Bu, yang diberikan?

T: Ee, maksudnya untuk speaking?

R: He'eh.

T: Ya mungkin selama ini yang saya lakukan karena saya lebih yakin kalau modelnya itu dari langsung ya dengar ya lihat ekspresinya dan sebagainya, jadi untuk speaking saya lebih cenderung saya setelkan video-video sehingga, ee, dengan harapan mereka di samping mendengar suara atau intonasi atau pronunciation-nya yang harus mereka ucapkan, tapi dia juga melihat ekspresinya. Jadi selama ini yang saya lakukan untuk speaking, karena kebetulan kita punya fasilitas yang mendukung saya lakukan melalui, ee, lebih banyak saya berikan video-video pembelajaran yang berkaitan dengan topik yang sedang kita sampaikan.

R: Kemudian dengan ngasih, apa, tayangan video seperti itu terus prakteknya nanti Ibu buat kan bagaimana?

T: Karena itu tadi, mengingat baru kelas 7, yang terfikir oleh saya baru sekedar role play. Istilahnya, ee, menirukan dulu apa yang mereka dengar. Paling nanti ketika mereka harus menyiapkan, mm, apa namanya, teks yang harus mereka nanti dipraktekkan di depan kelas, itu dengan cara misalnya saya udah punya teks dialog tapi saya acak dibuat jumble itu kemudian masing-masing kelompok yang nantinya harus mempraktekkan di depan kelas, ee, untuk melakukan atau me..me..menyusun dulu. Jadi buat dialog yang betul kemudian nanti diberi waktu untuk berlatih setelah itu baru diberi kesempatan untuk di depan kelas. Jadi tidak semata-mata bahwa, ee, ini lho yang harus kamu praktekkan, tapi ada suatu usaha bagi siswa untuk mencoba membuat teksnya sendiri meskipun masih terbimbing ya..dengan cara tadi, teksnya sudah ada tapi saya susun jumble, kemudia kita bahas dulu baru mereka praktek untuk, ee, apa, berdialog di depan kelas.

R: Ya, kemudian, emm, kalau untuk involvement mereka dan perhatian terhadap pelajaran itu sendiri bagaiman, Bu?

- T: Ya alhamdulillah sejauh ini untuk di kelas kami atau di sekolah kami itu tidak terlalu banyak masalah. Jadi kalau misalnya ada yang kurang perhatian paling hanya satu dua siswa tapi itu masih bisa diatasi.
- R: Kemudian untuk, nah kemarin itu waktu Ibu mencatat nomor absennya siswa, nah, apa itu mempengaruhi motivasi siswa untuk berprestasi?
- T: Menurut saya iya karena anak itu kan kalau sudah tahu bahwa oo ini dinilai, lha itu sangat sangat memberikan motivasi dia untuk terus berusaha agar dia mendapat poin yang sebesar-besarnya karena pengalaman sejauh ini selisih nilai 0,1 saja mereka akan mengejar. Pokoknya aku ini salah nilainya, gini, gini, gini sehingga dengan kita memberikan, apa, seolah-olah kita menilai mereka, mereka akan termotivasi untuk mengikuti dengan baik kemudian untuk melakukan tugas-tugas yang mestinya mereka lakukan, jadi tanpa disadari dia akan termotivasi dengan sendirinya.
- R: Nah, kalau waktu mereka praktek, Bu, kesalahan yang sering muncul di bagian mana, Bu?
- T: Utamanya intonasi. Intonasi sama ekspresinya. Jadi kalau mereka berdialog ya posisinya kayak orang, apa ya, tidak dengan ekspresi yang mendukung dari apa yang dia ungkapkan. Kemudian intonasi kadang-kadang intonasi yang seharusnya mereka intonasi berdialog tapi mereka intonasinya masih membaca teks. Jadi seolah-olah kayak membaca teks kayak reading aloud dia.
- R: Nah, ini waktu untuk menyampaikan materi itu cukup enggak, Bu dengan alokasi yang hanya 40 menit kali 2 itu?
- T: Yaa tergantung materinya sih, ya, kalau materinya yang agak ribet itu ya kadang-kadang kita mau nggak mau memperingkas, yaa menyesuaikan dengan waktu yang ada tapi sejauh ini untuk waktu cukup. Kecuali untuk speaking, kita harus butuh waktu banyak. Nah jika nanti itu terjadi, biasanya saya akan laksanakan sehabis pelajaran, misalnya ada kelompok yang belum ternilai di waktu-waktu yang tersedia, nanti tetep dilanjutkan di luar jam mengajar.
- R: Ya. Nah, waktu di kelas itu kan ada siswa yang misalnya rame terus itu bagaimana Ibu mensiasati pembentukan formasi kelas biar itu tidak mengganggu pelajaran?
- T: Kalau untuk itu biasanya nek rame ya kita beri teguran atau kita beri pertanyaan dengan harapan dia akan kembali fokus pada pelajaran. Kemudian untuk formasi tempat duduk itu saya sangat tergantung materinya. Kalau misalnya listening itu kita pakai lab, jadi yo posisinya duduk sesuai absen, sesuai dengan posisi tempat duduk yang tersedia di lab. Kalau misalnya speaking nanti mereka akan berkelompok sesuai kelompok tugas masing-masing.
- R: Ya, kalau aktifitas luar kelas untuk berlatih speaking itu sudah pernah diadakan belum, Bu?

T: Eee, ada. ESC Itu English Speaking Club Cuma kebetulan yang mengampu bukan saya, yang mengampu untuk speaking club-nya ada. Jadi kegiatan ekstrakurikuler untuk ESC tadi, English Spekaing Club. Tapi yo itu yang ikut nggak banyak, hehe..

R: Ooo..jadi itu nggak wajib, ya?

T: Enggak.

R: Oya, kalau begitu sepertinya sudah semua, Bu. Yak,terimakasih ya, Bu, ya atas waktunya.

T: Iya, sama-sama.

Interview 2

26 September 2012

9.47-9.49

R: researcher

S: student

R: Oke selamat pagi.

S: Selamat pagi.

R: Namanya siapa.

S: Muhammad Riko Dwinaro.

R: Nomor absen?

S: 26.

R: Mau tanya-tanya dikit ya tentang bahasa Inggris.

S: Iya.

R: Yang pertama, suka nggak sama Bahasa Inggris?

S: Suka sekali. Dari SD sudah suka.

R: Terus biasanya kalau belajar bahasa Inggris caranya gimana.

S: Ya dengan cara sendiri. Seperti kayak...apa...belajar membaca gitu..Kalo main game gitu juga diliatin bahasanya. Cari di kamus artinya gitu..

R: Misalnya dari nonton film, musik juga gitu?

S: Iya.

R: Trus kalo tadi..pelajaran yang tadi..suka nggak pakai video gitu?

S: Suka.

R: Itu membantumu belajar?

S: Bantu.

R: Terus kalo tadi penjelasannya Bu Marsilah cukup dipahami?

S: Cukup. Cukup dipahami.

R: Oh ya..hehe..

S: Hehe..

R: Oh ya, speaking itu sulit nggak?

S: Yaa biasa saja. (tersenyum) Biasa.

R: Kok biasa? (tersenyum)

S: Ya karena sudah terbiasa dari SD tu udah terbiasa ngomong pakai Bahasa Inggris. Suruh maju gitu..nyontohin gitu.

R: Oke..jadi nggak sulit yaa. Terus..emmm..kalo menurutmu bahasa Inggris itu enak nya pagi-pagi ato siang?

S: Eee....kapan aja nggak masalah..

R: Oh..nggak masalah ya..Terus tanya juga dong, kelas bahasa Inggris yang pengen kamu...apa ya...kamu harapkan seperti apa?

S: Yaaa seperti ini saja sudah cukup menyenangkan hati.

R: Oh ya..hehe..

S: (tersenyum)

R: Oke seperti ini sudah cukup? Misalnya kamu udah tau nanti bakalan dinilai, kamu lebih bersemangat nggak?

S: Lebih bersemangat.

R: Kalaupun nggak dinilai?

S: Tetap bersemangat. (tersenyum)

R: Jadi suka ya..suka banget. Ok, thank you. Gitu aja ya..Makasih

S: Makasih.

Interview 3

26 September 2012

9.51-10.05

R: researcher

S: student

R: Halo dek...Selamat pagi.

S: Pagi..

R: Namanya siapa?

S: Moura Adelia Rahma

R: Nomer absen?

S: 21

R: Oke..Mau tanya seperti tadi temenmu, suka nggak sama Bahasa Inggris?

S: Lumayan.

R: Lumayan.. he'em..kalo bahasa Inggris itu yang sulit di bagian mana menurutmu?

S: Emmm... Dipahamilah..

R: Dipahami..Oke..Nah terus tadi kan belajarnya bahasa Inggris pakai video ya? Kamu suka nggak?

S: Suka.

R: Kalo dibandingin cuma make buku, LKS, ato apa gitu?

S: Lebih enak pakai video.

R: Lebih paham juga nggak?

S: Paham.

R: Kalau penjelasannya Bu Marsilah tadi juga mudah dipahami?

S: Mudah.

R: Terus juga kalau selama ini belajar bahasa Inggrisnya gimana caranya?

S: Emmm...(berpikir dan tersenyum)

R: Apa baca buku atau biasanya kamu gimana belajarnya?

S: Baca buku...di itu sama orang tua

R: Di apa?

S: Diajari sama orangtua.

R: Oh, ibu atau bapaknya guru?

S: Iya. Ibu.

R: Kalau speaking itu menurutmu sulit nggak?

S: Sulit.

R: Sulitnya di bagian mananya?

S: Mengerti.

R: Mengerti apa? (tersenyum) apanya.. misalnya ngomong atau yang mau diomongin apa gitu?

S: Caranya ngomong.

R: Oh.. misalnya kalau disuruh eee bertanya berapa umurmu gitu kamu tau bahasa Inggrisnya?

S: Sedikit. (tersenyum)

R: Sedikit..Ya..terus, kamu merasa takut nggak ngomong bahasa Inggris?

S: Lumayan

R: Kalau misalnya dilihat orang gitu takut?

S: Iya, hehehe..

R: Hehehe.. oke, terus kalo ini, pelajaran bahasa Inggris suka pagi-pagi atau siang?

S: Tergantung.

R: Tergantung apanya?

S: Pelajarannya.

R: Contohnya misalnya pelajaran seperti ini enaknya pagi-pagi apa siang?

S: Siang.

R: Siang aja? Boleh tau kenapa kok malah suka nek siang?

S: Lebih enak.

R: Lebih enak ya?

S: Hehehe..

R: Hehe..di AC soalnya?

S: Hehe..

R: Ohya ini tadi tayangan videonya membantu ekspresi-ekspresi ya. Terus menurutmu kalau misalnya sama Bu Marsilah atau aku bakal dinilai melakukan speaking, kamu lebih bersemangat atau nggak?

S: Lebih semangat.

R: Kalau misalnya aku bilang nggak dinilai gitu gimana?

S: Sama aja

R: Oh sama aja..kenapa?

S: Ya biar lebih tau baca sama arti gitu.

R: Terus..emm.. kalo apa..kelas bahasa Inggris yang kamu inginkan itu yang seperti apa?

S: Emmm...apa ya..

R: Mialnya sambil nyanyi atau kayak gini..

S: Kayak gini aja.

R: Nggak pengen yang lain, misalnya kegiatan di luar atau gimana gitu?

S: Ya gitu..

R: Kalau misalnya cuma duduk dengerin penjelasan guru, nggak melakukan apa-apa, kamu lebih suka yang kayak gitu atau yang dikasih aktifitas banyak?

S: Dikasih aktifitas.

R: Kenapa alasannya?

S: Karena itu tadi...hehe..bisa ngerti arti bahasa Inggris..

R: Oke..Terimakasih.

Interview 4

28 September 2012

R: researcher

C: collaborator

R: Gimana Peb KBM tadi? Capek banget aku. Teriak-teriak.

C: Kalau tak liat sih udah bagus. Siswanya udah mengerjakan tugas guru. Cuma ada beberapa catatan sih menurutku.

R: Coba dari awal KBM gimana menurutmu?

C: Berdasarkan ini aja ya, observation sheet yang tak catet. Untuk students mereka udah semua memperhatikan penjelasan. Cuma waktu kamu ngasih pertanyaan itu mereka jawabnya kayak takut trus lirik ngomongnya.

R: Oya, menurutku kok students yang cowok itu lebih aktif daripada yang cewek ya? Menurutmu gitu gak?

C: Iya sih, kelihatan banget. Nah itu perlu dipikirkan, Wi. Trus yang pas latihan percakapan juga yang cowok tadi pede tapi yang cewek takut trus pelan ngomongnya. Jadinya tadi pas yang cewek maju yang lainnya jadi ribut sendiri.

R: Iya bener. Aku tadi juga sampe teriak-teriak. Mereka ribut banget apalagi pas pembagian kelompok tadi malah ada yang gak dapet kelompok.

C: Tapi sebenarnya tadi ributnya mereka itu karena ngomongin materi yang dibahas, tadi aku denger.

R: Iya juga. Tapi pas grouping students tadi makan waktu banget je.

C: Iya, yang itu makan waktu banget. Tapi tadi waktu ada agak ribut pas kamu lagi jelasin materi itu udah bagus kamu mengatasinya. Jadi gak berlarut-larut.

R: Yang mana sih?

C: Yang langsung kamu kasih pertanyaan “what are you doing?” trus mereka jadi balik ke penjelasanmu. Trus, ini, tadi kok kamu cuma nyuruh beberapa siswa aja buat praktek sepenggal video, ini tadi kan videonya empat dalam satu tayangan tapi pendek-pendek kan, nah itu kenapa nggak semuanya dipake trus semua siswa praktek?

R: Oh, itu memang aku rencanain gitu. Jadi yang video terpendek tak pake buat praktek duluan biar students gak takut maju wong cuma pendek. Tapi tadi tetep ternyata mereka tetep lirik dan keliatan takut. Terutama yang cewek tiga tadi. Kalo yang cowok dari pertama observasi keliatan udah pede dan aktif juga.

C: Oohh..oke. tapi tadi semua siswa kelihatan antusias pas kamu ajarin pake Cambridge. Mereka baru pertama pake itu po?

R: Iya, kan ceritanya pas observasi kelas speaking gurunya pengen nyontohin pake kamus di hape tapi nggak kedengeran. Jadi aku ada ide nginstall Cambridge biar mereka tahu langsung cara pengucapannya yang bener dari situ.

C: Pantesan. Tapi itu bagus tadi mereka langsung niruin begitu kamu puterin audionya. Tadi juga mereka yang duduk di pojok-pojok tadi juga niruin pronunciation setelah kamu bilang sesuatu. Idealnya emang gitu kan, jadi kamu sebagai model mereka juga.

R: Iya to? Aku malah nggak tahu kalo mereka niruin aku.

C: Iya tadi yang di sini aku denger gitu. Jadi kalo keseluruhan sih misalnya besok mau ngadain group work lagi, balik ke yang tadi, kasih waktu yang lebih banyak aja sih.

R: Kalau bikin group lagi udah enggak Peb soalnya ini akan dipake terus kalo nanti juga ada tugas kelompok misalnya siklus dua nanti. Lagian yang tadi aja ada yang gak dapet kelompok je entah gara-gara apa. Satu orang salah satu tadi emang kayaknya agak dijauhi sama temen-temennya.

C: Besok perlu kamu tanyain itu.

R: Iya, coba besok. Ya udah gini aja Peb.

Interview 5

3 Oktober 2012

R: researcher

C: collaborator

R: Refleksi hari ini.

C: Refleksi hari ini lebih berkaitan dengan kegiatan kelompok. Untuk pemberian instruksi sudah bagus karena siswa dapat melakukan tugas sesuai dengan instruksi. Dalam proses pembelajaran siswa dibimbing secara individual dari satu kelompok ke kelompok lain. Dalam pengerjaan tugasnya siswa tidak mengalami kendala yang berarti soalnya ada..pake kamus nggak sih?

R: Anu sih..kamus mereka itu bawa sendiri Alfalink (kamus elektronik) trus sik seko hape. Ada yang nggak punya sama sekali jadi ya tanya-tanya tadi.

C: Mmm..jadi ya itu, kemandirian dalam kelompok sudah ada. Hanya saja dalam beberapa kelompok yang lain itu bingung dengan pembagian kerja masing-masing. Mungkin ada yang dua orang sebagai penulis, yang dua orang lagi kebanyakan tidak berperan karena mereka mungkin juga merasa pembagian kelompok dari awal tidak direncanakan. Seperti yang tadi masih ada yang berjalan-jalan juga ada yang curhat juga tidak bisa berkoordinasi baik dengan kelompoknya. Refleksinya gini aja, kalau ada tugas kelompok, pembagian kelompok secara spesifik itu perlu dilakukan biar siswa itu bisa dipandu untuk mendapatkan peran karena mungkin bagi mereka sendiri pun mereka tidak bisa membagi kelompok masing-masing karena ada yang tidak percaya sama temannya atau tidak terlalu akrab. Groupwork nya dalam setiap kelompok itu diperjelas, jadi misalnya yang jadi penulis dua orang, yang satu buka kamus, satunya jadi sutradara atau memberikan gambaran skenario.

R: Baiklah. Nek yang kutemukan tadi. Kelompok yang bermasalah cuma satu yaitu yang sampai curhat tadi. Yang lainnya karena izin jadi kelompoknya cuma sedikit karena satu kelompok tinggal dua orang jadi kesulitan mengerjakannya. Akhire ya nggak selesai. Terus yang kelompok cewek sih relatif pada kerjasamanya bagus. Tapi kelompok cowok *mburi dhewe* sik ono Imam *kae*, yang aktif cuma Imam. *Maksude* yang ngasih ide-ide itu Imam tapi *yo* Imam *ki rodo bingung wonge*. *Dadine sik siji mau malah mung ngegame*. *Tak kon mbukak kamus wae*, bantuin temennya. Tapi *yo* aku nggak bisa ngontrol secara penuh

soale aku harus dipanggil “Miss yang ini”, “Miss yang ini”. Trus opo meneh yo mau? Kui sih kendalane. Sama mereka nyusun kalimate ada yang sudah bener, ada yang bingung. Cuma aku mengkhawatirkan eksekusinya besok. Eksekusi syuting besok. Apakah mereka sudah hafal, terus kemungkinan besar videonya nggak bakalan sampai tiga sampai lima menit lho soalnya mereka tadi tidak berpikir nek pas bikin video kan ada acara jalan-jalan e, misale si Anu duduk trus siapa dateng, itu kan ada waktunya. Jadi tadi ada yang mikir ini nanti cuma satu menit. Tapi ketoke nggak deh. Nanti bakalan ada yang diem nginget-ninget dialog. Ketoke akan ada seperti itu. Tapi yo mbuh. Apa lagi ya.. Nah, yang besok eksekusi hari Rabu itu saya sebagai gurune nanti muter-muter kekantin, perpustakaan, aula, kelas padahal jaraknya jauh-jauh. Nanti aku bingung mengawasi mereka gimana ya? Sebenarnya keperluannya untuk foto dan memantau yang terjadi saat shooting. Misalnya ada yang butuh bantuan, diriku tidak bisa ke semua tempat itu. Gimana menurutmu?

C: Kolaborator lain kayaknya perlu ikut.

R: Kayaknya cuma satu yang bisa ikut. Lainnya pada penelitian. Aku butuh orang sebanyak tempat yang mau dipakai itu.

C: Itu nanti satu nggak nguras energi buat yang apa namanya buat yang ngawasi. Yang kedua juga lebih valid karena diawasi dari awal sampai akhir. Nanti diadakan briefing dulu sebelum masuk kelas.

R: Nek dari kamera nggak ada masalah ya?

C: Kita belum tahu kondisi masing-masing. Lebih baiknya punya nomer hape siswa tiap kelompok untuk make sure kameranya siap tidak.

R: Nanti mungkin minta nomer hape ketua kelas dulu untuk minta nomer hape teman-temannya.

Interview 6

19 Oktober 2012

R: researcher

C1: collaborator 1 (UNY student)

C2: collaborator 2 (UNY student)

C3: collaborator 3 (English teacher)

Part 1

R: Begini mbak Listi, anda tadi kan mengawasi kelompok A dan kelompok B di kantin. Ada kendala apa?

C1: Ee..di kantin tu rame banget mbak, trus nggak efektif juga. Trus anak-anaknya tu nggak konsen, mereka pengen jajan terus. Trus aku bilang kalo buat properti silakan, tapi kalo nggak jangan.

R: Terus menurut mbak Listi sebaiknya gimana? Karena kan akhirnya videonya nggak jadi semua ya?

C1: Iya, sebenarnya satu tu videonya dah jadi tapi mereka kurang puas karena kan targetnya minimal tiga menit dan mereka mau mencapai itu kayaknya. Mereka berusaha manjang-manjangan sih tapi belum nyampe segitu. Terus menurut saya sebaiknya lokasinya pindah aja. Kalo nggak suruh aja mereka milih lokasi sendiri karena dialog mereka sama sekali nggak ada hubungannya sama kantin sebenarnya.

R: Ooo..baiklah, terimakasih. Terus sebentar, nek dari sisi anak-anaknya sendiri bagaimana? Apakah ada yang tidak bisa kerjasama atau semuanya bisa bekerjasama?

C1: Semuanya bisa bekerjasama.

R: Berarti kelompok A sama kelompok B bisa semua ya? Oke, terimakasih. Bagaimana dengan mbak Febi? Tadi mbak Febi mengawasi kelompok di kelas. Nah, bagaimana hasilnya?

C2: Kalau hasilnya, kalau dari segi performance bagus, Cuma kelemahannya tu dari efek suara luar. Pertama kalau di ruang kelas tu ada gemanya. Jadi kadang suaranya tu ada yang bersahut-sahutan. Belum lagi suara kelas lain juga mempengaruhi. Trus yang agak lebih fatal tu yang ada suara ini, ngeeeekkk..suara

mesin itu. Hehee...suara mesin itu bener-bener bikin ilang suaranya. Jadi itu kendalanya di lingkungan sekitar. Trus yang kedua itu, sebenarnya mereka sudah bisa bagus, Cuma mungkin kelemahannya itu suaranya nggak bisa keras padahal suara sekitarnya itu sudah mengganggu. Nah, suaranya mereka pun nggak bisa keras dan sepertinya butuh bantuan kayak alat pengeras suara kalau mereka pengen bersuara lebih keras. Soalnya mereka bilang “ini suaranya udah paling keras, Mbak” begitu. Mungkin lebih kesitu. Terus mungkin kalau masalah kerjasama itu mereka bagus. Soalnya mereka selama satu jam itu bener-bener waktu itu dibuat untuk merevisi, mengoreksi temennya, juga mengevaluasi *iki jane enake diapakke* gitu. Trus juga mengatur tempatnya kayak gimana. Mereka dua kelompok itu berjalan dengan baik. Cuma mungkin kelemahannya itu udah yo muk ngono tok yo. Kalao dari performance speaking-nya eee ada yang masih istilahnya error-nya nggak bisa direvisi lagi.

R: Contohnya?

C2: Apa itu namanya..

R: Pas pengucapan opo?

C2: Misalnya pas pengucapan “in” jadi “en”. In Basen village jadi en Basen village. Seperti itu kayaknya lebih pengaruh karena grogi jadi nggak bisa konsen. Dan itu diulang-ulang pun masih. Itu juga kayak “Let us”, itu kayak lidahnya kejepit-jepit. Misalnya kayak “Let us look for” itu udah “Let us for”, “Let us for” kayak gitu. Jadi apa namanya, kayak grogi juga ada kmera, ga bisa konsen penuh sama pengucapannya. Tapi tadi udah diantisipasi. Mereka ngeliat dialog tapi dialognya itu difoto di kamera (handphone) jadi diliatnya di kamera gitu.

R: Bagus.

C2: *Pinter kok cah-cah e ki.*

R: *Nek opo yo..nek masalah tempat ki ono sing mau pada ganti nggak kelas itu? Mau bikin video lagi nggak?*

C2: Nggak, soale wis podho capek jarene.

R: Berarti nggak ya? Yoo..

C2: Yang fatal tuh kelompoknya Rifaldi nggak kedengeran soalnya ada suara mesin.

R: Bukan kesalahan mereka sih. Kalau kelompok punya tadi, ada dialog yang revisiannya itu dia ketik dengan salah. Jadi harusnya itu “Can we do a function for

mathemathic homework? “ malah ”We can do a function for mathemathic homework?”. Trus yang “mathemathic homework” itu malah ucapannya orang lain. Kan artinya nggak jadi apa-apa to? Tadi aku nggak sempet liat dialog dari kelompok yang kalian awasi. Aku nggak tau mereka ngrevisinya salah kayak tempatku apa enggak.

C2: Oya tadi banyak yang revisi sih. Sebenarnya kata-katanya banyak yang rancu. Sebetulnya settingnya berkenalan sama siswa baru, tapi siswa barunya itu kayak udah “Hoi..” gitu lho.

R: Malah kayak kenal?

C2: Malah kayak kenal. Aku mikire *iki piye jane teko awal* tapi ya udah karena ini fokus ke speakingnya jadi pronunciation-nya yang penting pengucapannya bagus.

R: Pengucapannya udah ya berarti? Cuma ada error-nya itu. Yang error itu berapa orang?

C2: Dua.

R: Terus itu dugaanmu karena kamera grogi ngono?

C2: Soalnya pas lagi latihan bisa.

R: Oo..hoho.. oke oke oke..

Part 2

R: Tadi yang di kelompok yang pada di perpustakaan itu bilang pada gagal total semua. Itu gimana, Bu?

C3: Ee..saya memang tidak seluruhnya nunggu karena kebetulan ada tamu. Pas pertama saya datang ke sana pada minta waktu “Bu, belum siap e, Bu”. Ada satu yang belum siap “Bu minta waktu untuk latihan.” “O, ya. Latihan dulu. Nanti kalau sudah siap Bu Marsilah dipanggil. Saya melayani tamu dulu.” Sebetulnya waktu pertama saya ke sana sudah sempat merekam sampai dengan selesai cuma dia pengen punya cadangan. Ya sudah dicoba sekali lagi. Trus pas nyoba yang kedua ada salah satu anggotanya yang katanya yang memang kadang-kadang datang mules, kayak mau muntah. Dan kebetulan tadi rasa mulesnya datang, jadi semuanya jadi agak kacau.

R: Terus saran Ibu bagaimana? Tadi kan teman-teman bilang yang di kelas itu udah bagus, dialognya sudah bagus semua tapi gara-gara suara mesin. Tadi aku tanya anak-anaknya mau ngulang apa bikin baru tapi katanya udah pada capek kalau bikin lagi. Nah, kalau yang di perpustakaan tadi mau bikin baru atau tidak?

C3: Kalau bikin baru saya tidak tau tapi tadi keluhannya salah satu “Bu ini suara mesinnya masuk” terus akhirnya diulang lagi tapi salah satu anggotanya yang sakit tadi ngomong kalau mau muntah. Hehehe..

R: Hehehe.. terus akhirnya?

C3: Akhirnya sudah bel terus anak-anak pada kisruh soalnya perpustakaan sudah banyak anak-anak yang masuk. Terus kelihatannya sudah pada nggak fokus. Terus ya sudah saya bilang kalau mau bikin baru nggak usah ditunggu, nanti kapan kamu selonya. Kalau mau pake yang pertama nggak apa-apa sedapetnya dulu.

R: Tadi Sih saya ngasih tau Bu kalau di kelompok lain ada yang belum bikin jadi mereka agak tenang juga. Terus untuk yang selanjutnya bagaimana, Bu? Soalnya untuk yang setting di ruang kelas juga terganggu sama suara kelas lain. Kalau bicara keras-keras kan juga ganggu kelas lain.

C3: Ya berarti kayak rencana semula aja, di lab terus pintu ditutup.yang lain di luar, yang ke lab yang syuting aja.

R: Tapi nanti kelihatan nggak natural settingnya, Bu soalnya tema yang besok itu tentang family. Kalau di lab bahasa itu settingnya kaku. Gimana Bu?

C3: Ya nanti kita lihat sambil jalan kita refleksi lagi. Terus yang kedua, kemarin kan pada prakteknya pas hari H anak belum siap. Nah gimana kalau di siklus dua kita tambahi waktu di mana anak pada waktu itu disuruh berlatih.

R: Ya. Kan di siklus dua juga empat kali, Bu. Pengennya sih yag pertama ngasih materi baru tentang family, nah seklaian saja skrip nya tak suruh bikin PR saja. Pertemuan selanjutnya itu latihan conversationnya. Terus pertemuan ketiganya ini, syuting. Terus pertemuan keempatnya show the video gitu. Jadi nanti bisa merevisi dialog mereka di tempat ya, Bu.

C3: Ya, bisa.

R: Kalau menurut Ibu peningkatan speakingnya sudah ada belum, Bu?

C3: Saya melihatnya dari keberaniannya sih

R: Gimana Bu?

C3: Yang saya lihat tadi waktu merekam di perpustakaan, kan mereka jadi nggak lihat ada orang atau tidak, ternyata dia berani. Bahkan saya sempat memberi tepuk tangan untuk memberi motivasi. Lepas dari dia pengucapannya sudah benar apa

belum, intonasi tepat apa belum. Tapi melihat mereka berani ngomong bahasa Inggris di situasi nyata itu menurut saya sudah peningkatan.

R: Berarti bisa dikatakan kepercayaan dirinya sudah meningkat ya, Bu?

C3: Iya, sudah mending.

Interview 7

24 Oktober 2012

R: researcher

C1: collaborator (English teacher)

C2: collaborator 2 (UNY student)

Part1

R: Kepada Febi, kamu meskipun datangnya di tengah-tengah pembelajaran tadi menurutmu gimana?

C2: Ee..dari cycle dua-nya?

R: Iya e ini jadi cycle dua sekarang.

C2: Oo..kalo yang cycle dua_nya kalo dibandingkan sama yang kemaren memang yang ini kan lebih fokus soalnya videonya cuman satu. Dan dari segi pemilihan videonya lebih menarik soalnya kan di situ ada kesan joke-nya juga. Jadi anak bisa melihat secara fokus juga, misalnya dari nada bicara trus juga ekspresi itu juga besok berpengaruh terhadap video yang akan dibuat. Kkalau video yang lalu kan lebih menekankan pada ekspresi jadi anak harus fokus ke ekspresi. Trus kalao di sini kan penjiwaannya kelihatan dari video. Kita kan mau nggak mau kayak ada contoh, ooh kayak gini to videonya. Terus dari penyampaian karena kondisinya nggak ada kursi, itu crowded, misalnya ada yang duduk di sana, duduk di sini jadi engagement nya siswa-siswa ke video kurang. Trus juga yang cewek-cewek di belakang ya. Emang biasanya gitu ya?

R: Iya itu ternyata student participationnya untuk yang cewek-cewek itu tetep rendah ya. Menurutmu juga?

C2: Mungkin bukan karena rendah tapi karena kalah sama yang cowok kali ya?

R: KALAHNYA ya? Menurutmu itu karena motivasi mereka atau karena..

C2: Nggak. Soalnya sebenarnya mereka memperhatikan cuma karena kalah sama teman trus pandangan berbeda. Trus kalau masalah prakteknya udah mulai kelihatan kan kalo dibandingkan sama yang kemarin, yang ini lebih pakai nada, intonasinya mereka pakai, terus ekspresinya juga udah mulai bagus dan temen-temen udah mulai memperhatikan. Tapi yang cewek, kan untuk maju aja udah perlu usaha jadi yang lainnya attention span nya jadi pendek. Itu sih.

R: Kalau tentang hasil video mereka menurutmu gimana?

C2: Nggak bisa terlalu dikomentarin soalnya emang dari segi suara sih ya. Harusnya lebih komentar ke pronunciation dan intonation gitu ya. Mungkin ekspresi muka yang bisa kelihatan.

R: Nek menurutmu?

C2: Kebanyakan karena mereka berhadap-hadapan jadi ekspresi muka nggak begitu kelihatan. Body language mereka juga nggak begitu bisa dilihat. Cuma yang bisa diapresiasi itu keberanian mereka buat ngomong sama antusiasme mereka buat belajar seperti yang kemaren itu dari proses latihannya sampai harus ng-arrange ini harus ke mana, posisinya kamu kayak gini, itu lho yang menurut saya bagus. Soalnya proses kreatifnya udah mulai jalan. Nggak perlu guru yang harus nglakuin dan mereka bisa nglakuin sendiri.

R: Jadi udah mulai student-centered ya..terimakasih.

Part 2

R: Tadi kan rencananya saya mau menayangkan video-video mereka dan memberi feedback, tapi tadi kendalanya komputernya nggak bisa untuk muterin dan belum semua video terkumpul. Alternatifnya kemarin adalah saya menyampaikan materi. Nah, tadi menurut Ibu bagaimana penyampaian materinya?

C1: Tadi kendalanya di alat ya dan tempatnya juga gak ada kursi. Sebenarnya tadi masih bisa diakali dengan menyuruh siswa duduk rapi dulu baru kita tayangkan. Tadi kelihatannya yang penting siswa duduk mencari tempat yang nyaman gitu, padahal tadi yang di sebelah timur masih kosong. Terus yang kedua, saya setuju sekali bahwa sebelum menyuruh siswa ngomong sebaiknya diberi contoh dialog. Ya mau nggak mau ya, apalagi mereka kelas 7, mereka masih terfokus pada modeling-nya. Yang paling sulit kan ekspresi terus pronunciation-nya. Saya kira tadi contoh yang diberikan sangat membantu, terutama untuk pembuatan video yang akan datang.

Interview 8

2 November 2012

R: researcher

C: collaborator (UNY student)

R: Tadi kan anda melihat proses pembuatan video making project. Sebelumnya saya beritahu dulu kenapa tempatnya pindah di lab bahasa. Jadi hasil rekaman video yang pertama kemarin tidak terdengar semua. Tapi kalau didengerin pake headphone itu bisa. Terus kenapa dipilih satu ruangan ini saja? Karena seperti yang anda laporkan, yang kelompok di kantin kan pada terganggu karena suara-suara luar. Kelompok lain juga kemarin terganggu sama suara mesin. Tapi kebetulan hari ini nggak ada suara mesin. Terus ruangan ini dianggap lumayan tenang untuk merekam. Tadi kan juga memakai mic ya buat merekam. Itu karena sebab yang tadi, suara video sebelumnya pada nggak kedengeran. Diharapkan nanti lebih jelas suaranya di video kedua ini. Terus tadi agak amburadul ya. Sebenarnya di teks dialog mereka itu gramatikalnya sudah benar tapi pas direkam ada yang salah. Tapi ada juga tadi yang setelah keliru, harusnya bilang “Is she your mother?” tapi malah “She is your mother?” tapi dia langsung mengoreksi sendiri kesalahannya itu. Terus mereka juga belum hafal banget. Mereka juga dikejar habis ini kelompok lain. Gimana ini?

C: Sebenarnya masalahnya sama kayak kemarin, Cuma ini dengan menggunakan mic itu sudah ide bagus. Tadi aku denger salah satu hasil rekaman kelompok udah kedengeran jelas dari kamera. Terus penggunaan ruangan ini juga ide bagus soalnya kalo di luar banyak kendala to? Tapi masalah mereka itu sama, mereka terkendala di hafalan terus sama grammatikalnya tadi ya. Kesalahan grammar mereka itu mungkin karena demam kamera atau merasa terkejar, nggak enak habis ini ada temen lain yang harus perform, jadinya gitu. Terus mereka juga nggak konsisten, harusnya mereka harus paten pada satu dialog tapi malah nambah-nambahin sebelum perform tadi. Kan harusnya berdasarkan yang sudah kamu revisi aja.

R: Untuk pembuatan dialog yang di cycle dua ini beda sama yang dulu. Kalau yang di cycle satu kemarin kan belum tak kasih tau instruksi sama sekali di hari sebelumnya dan mereka diminta nulis langsung pada waktu setelah kukasih tau instruksinya. Untuk yang ini aku udah bilang yang ini buat PR dialognya dan harus udah selesai dikumpul di pertemuan yang akan datang. Akhirnya apa? Cuma dua yang tadi selesai. Yang lain itu ada yang blas belum, ada yang sudah tapi belum di Inggris ke. Sehari di cycle kemarin tu aku udah keliling dan melihat mereka semua udah punya draft dan udah tak benerin grammar-nya. Jadi semua itu udah dalam keadaan punya draft. Tadi sebelum pada maju ada yang masih salah trus tak benerin, tapi itu nyrepek juga soalnya mepet waktu untuk perform.

Jadi mereka tadi emang udah berani untuk ngomong tapi accuracy dan sebagainya belum tahu, nanti post test yang membuktikan.

Interview 9

7 November 2012

R: researcher

ET: English Teacher

R: Selamat pagi, Bu..

ET: Pagi..

R: Mau tanya-tanya implementasi video making project yang sudah kita lakukan, Bu. Nah, ini kan sudah memasuki post test dan tadi juga Ibu sudah melihat siswa-siswanya speaking secara spontan di post test tadi. Nah, mau tanya. Dalam waktu kita yang hanya satu bulan lebih sedikit ini menurut Ibu cukup tidak untuk menyampaikan materi sekaligus menyelesaikan proyek video making ini?

ET: Kalau melihat dari waktunya sepertinya memang terlalu terburu-buru untuk melakukan pembelajaran dengan metode tersebut. Tapi paling tidak saya melihat pada post test nya paling tidak pada peningkatan kepercayaan diri siswa sama ekspresinya. Jadi kalau mungkin yang perlu ditambah itu karena tadi ya terbentur pada waktu. Mungkin kalau jeda antara siklus satu dan siklus dua ada kesempatan waktu untuk menambah materi yang berkaitan dengan materi ..apa..yang dilaksanakan untuk penelitian ini mungkin akan jauh lebih efektif dan lebih baik mestinya.

R: Kemudian itu, Bu. Video making kan ada rangkaian prosesnya dari kemarin siswanya diberi materi dulu, mereka dikasih kesempatan untuk membuat skrip mereka sendiri kemudian latihan sebelum direkam, kemudian plus merekamnya. Nah, semua aktifitas tersebut menurut Ibu sudah meningkatkan speaking skills mereka belum, Bu?

ET: Saya kira sudah. Kita kan melihatnya dari waktu yang sangat singkat ini. Kalau menurut saya, pendapat saya, mungkin ini memang sebetulnya butuh waktu yang lama ya untuk pelaksanaan penelitian ini. Tapi melihat dengan waktu yang singkat, melihat dari proses awal hingga akhir itu ada hal yang menggembirakan untuk perkembangan speaking anak.

R: Kalau ini, video making ini kan saya bertujuan untuk sarana praktek siswa karena selama ini kan siswa yang bisa praktek hanya yang sudah siap aja, tidak each of the student. Ini kan tujuannya begitu..Nah, menurut Ibu ini sudah memenuhi tujuan tersebut belum, Bu, untuk sarana praktek tiap-tiap siswa?

ET: Saya kira bisa, karena satu, dengan ditayangkan hasilnya, anak akan termotivasi karena mereka akan melihat gambarnya sendiri. Jadi mungkin itu juga salah satu memotivasi diri siswa untuk melakukan speaking-nya yang terbaik tentunya. Saya kira begitu.

R: Nah, kan aspek-aspek speaking yang saya amati kan ada pronunciation, intonation, kemudian penggunaan fungsi bahasa seperti misalnya untuk menanyakan umur itu bagaimana. Menurut Ibu aspek-aspek tersebut sudah ada peningkatan belum?

ET: Pengucapannya sudah, tapi yang belum mungkin dari contohnya untuk menanyakan umur kan tidak harus dengan satu cara, tapi bisa dengan berbagai cara. Nah, mungkin itu yang anak belum mempunyai kemampuan itu. Jadi di situ tertulis “age” jadi bertanya-nya harus dengan “age”.

R: Padahal kemarin sudah diajarkan ya, Bu..tapi masih lupa atau ada..Tapi tadi ada yang sudah sesuai caranya. Berarti untuk asking for and giving information ini sudah mencapai kompetensi yang harus dimiliki belum, Bu?

ET: Kalau seputar materi dalam arti asking for and giving information-nya tentang family dan personal identity itu saya kira sudah memadai. Tapi mungkin yang perlu ditambah asking for information kan luas sekali pengertiannya. Nah mungkin itu yang perlu kita tambahkan.

R: Kemudian waktu memberikan materi, saya menggunakan video. Menurut Ibu itu sudah menjadi language input yang efektif tidak untuk mengajarkan speaking?

ET: Ya, kalau saya setuju sekali karena dengan satu, mengajarkan speaking menggunakan video, siswa tidak hanya mendengarkan ucapannya tetapi juga melihat ekspresi, bagaimana mengekspresikannya dan setting-nya ketika membicarakan hal itu yang seolah-olah sangat riil gitu. Itu sangat efektif untuk memberikan pembelajaran speaking

R: Berarti untuk mengajarkan language function sesuai konteksnya itu juga berhasil ya, Bu?

ET: Ya, menurut saya itu juga sangat menunjang. Untuk itu saya sendiri selalu mengusahakan kalau memberikan speaking selalu menggunakan video.

R: Nah, kemudian untuk video-making project ini sendiri, Bu. Menurut pendapat Ibu, praktek video-making yang sudah kita lakukan di cycle satu dan dua sebagai upaya peningkatan speaking skills itu seperti apa?

ET: Saya kira sudah bagus ya. Ya saya kembali lagi melihat karena begitu singkatnya waktu yang dimanfaatkan, tapi dengan hasil yang saya lihat, saya merasa bahwa video making project sangat menunjang untuk pembelajaran speaking.

R: Kemudian adakah saran dari Ibu tentang ini?

R: Ya mungkin itu tadi, waktu ya. Jadi antara jeda cycle satu ke duanya barangkali jangan terlalu dekat sehingga siswa sempat memperluas terutama tentang materi. Kemudian yang kedua kita menyadari ya kendalanya banyak sekali, dari kegiatan anak-anak sendiri sehingga untuk melakukan hal itu mereka harus me .. apa me-manage waktu sebaik-baiknya. Jadi mungkin sarannya, kalau itu akan dilaksanakan barangkalai memang satu, ada waktu yang lebih lama untuk memberikan dasar-dasar materi dengan topik yang akan kita buat dengan media tersebut. Kemudian yang kedua memang waktu yang perlu kita pertimbangkan dalam arti siswa diberi kesempatan yang cukup untuk melaksanakan itu sebaik-baiknya.

R: Kalau produk dari videonya sendiri menurut Ibu bisa dimanfaatkan untuk apa saja, Bu?

ET: Ya saya kira bisa untuk memotivasi nanti adik-adik kelasnya dengan memberikan masukan-masukan misalnya kalau setting-nya ada yang sudah bagus kita berikan contoh bahwa ini bisa ditiru, yang belum bisa diperbaikimana yang masih kurang baik sehingga dari contoh langsung saya yakin akan memotivasi orang lain atau siswa lain dari yang sudah diadakan saat ini.

R: Jadi bisa juga dipakai saat pembelajaran ya, Bu?

ET: Ya, nanti akan saya coba untuk menayangkan. Jadi lebih mudah dengan ditayangkan hasilnya nanti anak akan menilai mana yang baik mana yang kurang baik dan mereka akan berusaha untuk melengkapinya sendiri.

R: Jadi sangat mungkin juga ya Bu nanti untuk Ibu memakai video making project?

ET: Ya, saya sangat tertarik dengan metode ini dan saya sepertinya juga tertarik untuk mencobanya. Tambahan satu saran saya mungkin metode ini akan sangat berhasil jika kita lakukan pada siswa yang bukan semester awal. Kalau kelas 7, itu kelas 7 semester 2 karena mengingat mereka kalau kelas 7 awal apalagi kita kemarin kan betul-betul awal jadi kita belum tau basic mereka satu per satu. Mungkin akan sangat efektif kalau dilakukan di semester 2 atau dilaksanakan di kelas dua atau tiga menurut saya mudah untuk dilaksanakan. Dilakukan di semester

awal saja hasilnya sudah bagus, apalagi kalau di semester dua yang sudah lebih menguasai materinya.

Interview 10

9 November 2012

R: researcher

S1: student 1

R: Selamat pagi.

S1: Pagi..

R: Namanya siapa?

S1: Saras.

R: Yang nomer 15 itu ya?

S1: Emm.

R: Saya mau tanya beberapa pertanyaan tentang yang sudah kita lakukan kemarin. Langsung ya ke pertanyaan pertama. Yang pertama, selama ini apakah kamu merasa materi yang dijelaskan guru dapat dipahami dengan mudah?

S1: Ya.

R: Kemudian kemarin kan saya menggunakan video untuk memberikan materi. Apakah video itu membantumu untuk belajar?

S1: Sangat membantu.

R: Kalau boleh tahu kenapa?

S1: Jadi biar tahu gimana..apa..contohnya. Jadi nggak terlalu pusing ini gimana harus melakukannya.

R: Kalau kemarin kan juga tak kasih lembaran itu ya, handout namanya. Nah itu juga apakah menambah pengetahuan?

S1: Ya.

R: Di sebelah mana?

S1: Emmm..

R: Masih ingat isinya?

S1: Masih.

R: Nah yang ada dalam handout itu apakah membantumu belajar bahasa Inggris nggak?

S1: Iya.

R: Kemudian yang kedua, kemarin kita menerapkan video-making. Apakah itu membantumu praktek speaking?

S1: Iya.

R: Dalam hal apa aja?

S1: Family sama personal identity.

R: Apakah itu membantumu dalam hal pronunciation maksudku pengucapan, kemudian intonasi iya nggak? Membantumu praktek speaking nggak?

S1: Sangat membantu.

R: Pertanyaan ketiga, apakah video yang ditayangkan kemarin membantumu belajar kosakata baru?

S1: Iya.

R: Ada banyak nggak?

S1: Banyak banget.

R: Kemarin kan ada banyak ekspresi tentang asking for and giving information, apakah dengan video kemarin kamu jadi tahu cara untuk menggunakan asking for and giving information yang ini gimana sih?

S1: Iya.

R: Kemudian untuk kegiatan kita kemarin yang disebut video making ini, apakah kamu suka?

S1: Sangat suka.

R: Apakah kamu menemukan kesulitan? Bagian mana yang paling susah?

S1: Mungkin itu, waktunya, durasinya itu terlalu cepat.

R: Durasi..durasi ngapainnya?

S1: Durasi bikin videonya.

R: Ooh..iya..kalau itu, menulis skrip kemudian mempraktekkan duu sebelum bikin videonya, itu terlalu cepat apa nggak?

S1: Nggak.

R: Kemarin kesuitan nggak bikin skrip sendiri?

S1: Nggak.

R: Dan selanjutnya yang paling mudah apa dalam kegiatan ini?

S1: Saat melakukan..ee..membuat videonya.

R: Pas ngrekamnya?

S1: Iya.

R: Oke. Tadi bilang kalau waktunya kurang ya? Tapi kemarin bisa menyelesaikan tepat waktu apa nggak? Kemarin nggak terlambat mengumpulkan?

S1: Mengumpukannya waktu mau ditayangkan.

R: Kalau waktu yang kuberikan untuk praktek sebelum merekam itu cukup nggak untuk berlatih?

S1: Cukup.

R: Kemarin kamu hafal banget nggak?

S1: Hafal tapi nggak terlalu.

R: Pas merekam itu agak-agak lupa gitu nggak?

S1: Ada.

R: Trus gimana waktu itu?

S1: Teriak-teriak “aku lupa dialognya”. Gitu..hehe..

R: Trus gimana caranya biar bisa meneruskan dialognya kembali gimana?

S1: Ee..ngulangi dari awal.

R: Untuk melafalkan kata-kata bahasa inggris dengan benar itu sudah bisa dibanding sebelumnya?

S1: Iya sudah bisa.

R: Apakah juga sudah bisa cara menggunakan asking for and giving information dengan benar?

S1: Sudah.

R: Apa kamu merasa lebih percaya diri untuk speaking dibanding sebelumnya?

S1: Sangat lebih percaya diri

R: Memangnya dulu gimana kalau speaking?

S1: Nggak pede, trus malu.

R: Sekarang udah pede ya? Good. Terimakasih.

S1: Sama-sama.

Interview 11

9 November 2012

R: researcher

S2: student 2

R: Selamat pagi..

S2: Pagi..

R: Mau tanya-tanya ya tentang beberapa hal. Kemarin waktu saya menjelaskan materinya kemarin apakah sudah jelas?

S2: Iya, sudah jelas.

R: Mudah dipahami apa nggak?

S2: Iya.

R: Apakah video yang kutayangkan kemarin apakah membantumu untuk belajar?

S2: Ya. Membantu. Sangat membantu.

R: Dalam hal apa?

S2: Dalam ya..itu.. percakapan itu.

R: Apakah lembaran yang handout itu apakah membantumu belajar speaking?

S2: Iya.

R: Waktu video making kemarin apakah kamu dan kelompokmu bisa menyelesaikan tepat waktu?

S2: Iya.

R: Nggak telat waktu ngumpulin?

S2: Nggak.

R: Kemudian waktu yang diberikan untuk praktek speaking sebelum direkam itu cukup apa nggak?

S2: Ya, cukup. Tapi agak mepet-mepet gitu.

R: Agak mepet ya? Oke.. waktu kegiatan video making kemarin kamu mengalami kesulitan tidak?

S2: Sedikit.

R: Di bagian mana?

S2: Apa ya..caranya membahasaInggriskannya, terus belum hafal juga.

R: Ooh, ya.. apakah kamu merasa pengucapan bahasa Inggris-mu sudah lebih benar daripada yang sebelumnya?

S2: Iya.

R: Apakah kamu juga lebih paham caranya bertanya nama orang, apakah kamu sudah lebih bisa?

S2: Iya.

R: Udah nggak keliru-keliru lagi?

S2: Nggak.

R: Apakah kamu merasa lebih percaya diri untuk speaking dibanding sebelumnya?

S2: Iya.

R: Dulu gimana?

S2: Dulu ya malu, nggak pede gitu.

R: Biasanya kamu gimana kalau speaking?

S2: Nggak tahu. Hehe..

R: Hehe..ya.. Apakah tidak ada kesulitan dalam speaking setelah diadakannya kegiatan kemarin?

S2: Nggak.

R: Oh, ya. Terimakasih.

S2: Sama-sama.

APPENDIX D

SCORES OF PRE TEST, POST TEST,

VIDEO I AND VIDEO II PERFORMANCES

Lembar Penilaian (pre test)

No. absen	Aspek yang Dinilai					Skor total	Keterangan
	F	GA	PA	V	LF		
1	3	2	3	2	2	12	
2	5	5	4	5	5	24	
3	3	3	3	4	4	17	
4	5	3	4	5	3	20	
5	3	3	4	3	4	17	
6	5	5	4	5	5	24	
7	2	2	3	3	3	13	
8	5	5	4	4	5	23	
9	4	3	2	4	4	17	
10	4	3	3	4	4	18	
11	4	3	3	3	3	16	
12	3	3	3	2	3	14	
13	3	3	2	3	3	14	
14	3	2	3	3	3	14	
15	3	2	3	3	3	14	
16	3	2	3	2	3	13	
17	4	3	3	4	4	18	
18	4	5	4	5	5	23	
19	2	2	3	3	2	12	
20	4	4	3	4	4	19	
21	2	2	3	2	2	12	
22	3	3	2	4	3	15	
23	2	2	3	2	2	11	
24	4	4	4	4	4	20	
25	3	2	3	2	3	13	
26	5	5	5	4	5	24	
27	4	3	4	4	4	19	
28	4	3	3	4	4	18	
29	4	3	3	4	4	18	
30	3	3	3	3	3	15	
31	4	4	5	4	5	22	
32	4	4	3	4	4	19	
33	5	5	4	5	5	24	
34	2	2	3	2	2	11	

F : fluency

V : vocabulary

GA : grammar accuracy

LF: language function

PA : pronunciation accuracy

No. absen	Aspek yang Dinilai					Skor total	Keterangan
	F	GA	PA	V	LF		
1	3	3	3	3	4	16	
2	4	5	5	5	5	24	
3	4	4	4	5	5	22	
4	5	4	4	5	5	23	
5	4	4	4	4	5	21	
6	5	4	5	5	5	24	
7	4	3	4	5	5	21	
8	4	4	5	5	5	23	
9	4	4	4	4	5	21	
10	5	4	5	4	4	22	
11	4	5	5	5	5	24	
12	3	3	4	3	3	16	
13	4	5	4	5	5	23	
14	5	5	5	5	5	25	
15	5	5	5	5	4	24	
16	3	3	3	2	3	14	
17	5	5	5	5	5	25	
18	4	4	4	4	4	20	
19	4	3	3	3	3	16	
20	3	4	3	3	4	17	
21	3	2	3	2	3	13	
22	4	5	5	5	5	24	
23	5	5	5	5	5	25	
24	4	5	4	5	5	23	
25	4	5	4	4	5	22	
26	5	5	5	5	5	25	
27	5	4	4	5	5	23	
28	4	4	4	4	4	20	
29	5	4	4	5	5	23	
30	3	3	3	3	3	15	
31	4	4	5	4	5	22	
32	5	4	5	5	4	23	
33	5	5	5	5	5	25	
34	3	3	3	2	3	14	

Lembar Penilaian (post test)

F : fluency

V : vocabulary

GA : grammar accuracy

LF: language function

PA : pronunciation accuracy

Video I Assessment

Group	Parameter						
	Language use					Video content	
	Fluency	Grammatical structure	Vocabulary	Pronunciation	Language function	Creativity in developing the story	Team work
A	4	4	4	3	4	4	4
B	4	4	4	4	4	5	5
C	4	4	4	4	4	3	3
D	4	4	4	4	4	3	3
E	4	4	4	4	4	5	5
F	4	4	5	4	4	5	5
G	3	4	4	3	4	3	4
H	5	4	3	4	4	3	3

Video II Assessment

Group	Parameter						
	Language use					Video content	
	Fluency	Grammatical structure	Vocabulary	Pronunciation	Language function	Creativity in developing the story	Team work
A	5	5	5	4	5	5	5
B	5	4	5	4	5	5	5
C	4	5	5	5	5	5	5
D	4	4	4	4	4	4	4
E	4	4	4	4	5	5	5
F	5	5	5	4	5	5	5
G	5	4	5	5	5	5	5
H	5	4	5	4	5	5	5

APPENDIX E
PHOTOGRAPHS



Students were paying attention to the materials



Students were acting out dialogue



Students were making groups



Students were writing scripts



Students were rehearsing their lines



Students were producing their own videos



Students were watching their videos

APPENDIX F

RESEARCH LICENSES

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

070/7515/V/9/2012

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;

2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;

3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.

4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

Nama : DEWI MASITOH NIP/NIM : 08202241004
 Alamat : Karangmalang, Yogyakarta.
 Judul : IMPROVING THE SPEAKING SKILLS OF FIRST YEAR STUDENTS OF SMP N 9
 YOGYAKARTA THROUGH VIDEO MAKING PROJECT
 Lokasi : SMP N 9 YOGYAKARTA Kota/Kab. KOTA YOGYAKARTA
 Waktu : 04 September 2012 s/d 04 Desember 2012

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 04 September 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Urb
Kepada Biro Administrasi Pembangunan

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Ka. Dinas Perijinan
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
5. Yang Bersangkutan





PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN

SMP NEGERI 9

Jalan Ngeksigondo 30 Kotagede, Yogyakarta Telp. 371168 KP 55172
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SURAT KETERANGAN

Nomor : 070 / 731

Yang bertanda tangan di bawah ini :

Nama : Dra. WAHYU CAHYANING PANGESTUTI, M.Pd.
NIP : 19680618 199501 2 001
Pangkat, Gol. : Pembina Tk. I, IV/b
Jabatan : Kepala Sekolah

Dengan ini memberikan keterangan kepada :

Nama : DEWI MASITOH
NIM : 08202241004
Prodi : Pendidikan Bahasa Inggris
Universitas Negeri Yogyakarta (UNY)

Bahwa pada tanggal 29 September – 9 November 2012 benar-benar telah melaksanakan Penelitian di SMP Negeri 9 Yogyakarta dengan judul *"Improving the Speaking Skills of the First Year Students of SMP Negeri 9 Yogyakarta in the Academic Year 2012 / 2013"*.

Demikian surat ini dibuat agar mendapatkan penyelesaian sebagaimana mestinya.

Yogyakarta, 12 November 2012

Kepala Sekolah



Dra. WAHYU CAHYANING PANGESTUTI, M. Pd.
NIP. 19680618 199501 2 001



SEGORO AMARTO

SEMANGAT GOTONG ROYONG AGAWE MAJUNE NGAYOGYAKARTA
KEMANDIRIAN - KEDISIPLINAN - KEPEDULIAN - KEBERSAMAAN